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ABSTRACT

The guide's concepts are designed as ideas that could be used to develop various career education concepts and objectives at the kindergarten level. The activities are to be integrated into the existing curriculum, sequenced, and adapted to meet the needs of all people involved in education at the local school. The purpose of the guideline, a K-6 career education philosophy, summary of objectives and concepts to develop (grades K-6) are outlined. Career education activities have been organized as they relate to three personal and world-of-work oriented objectives and to the following major subject areas: awareness of self-worth; structure of families, home and family; safety; self-awareness; awareness of environment; immediate neighborhood; holidays; and birds. Each unit is keyed to a broad objective, broken down by specific behavioral objectives, for each of which there are suggested activities, teaching techniques, and resource materials. A sampling of activities includes class discussions, singing songs, pasting pictures, filmstrips, drawing, role playing, games, reading, and making displays. Guidelines for resource people and field trips, a suppliers address list, and interviewing guideline are appended. (Author/NH)

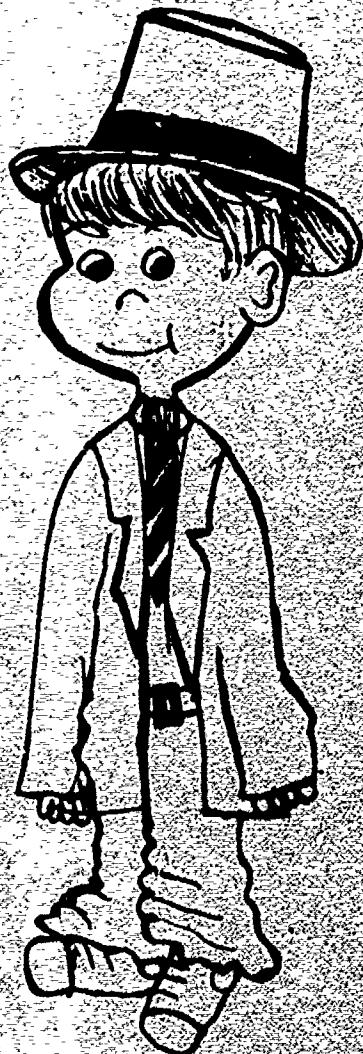
# KINDERGARTEN

AWARENESS

ATTITUDES

SKILLS

APPRECIATIONS



U.S. DEPARTMENT OF HEALTH  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION  
EDUCATIONAL RESOURCES INFORMATION  
CENTER  
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Kindergarten Classroom Activities

of the

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Project Director: Larry Selland  
Project Staff: Marvin Kollman  
Robert Lamp  
Gary Lee  
Harry Weisenberger

North Dakota State Board for Vocational Education  
State Office Building, 900 East Boulevard  
Bismarck, North Dakota 58501

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PREFACE

The 1968 Vocational Education Amendments called attention to the need for innovative programs in education that would help students bridge the gap between school and work. In response to this legislation the State Board for Vocational Education in cooperation with the Department of Public Instruction, the Bismarck Public School District, and others have initiated a developmental program in Career Education. This program has been developed and field tested in the Bismarck District and other schools that have asked to become involved during 1970 - 1973.

The following materials have been compiled by the staff of North Dakota's Exemplary Career Education Program with the assistance of many individuals and groups. The contents are designed as ideas that could be used to develop various Career Education concepts and objectives. The activities are to be integrated into your existing curriculum, sequenced, and adapted to meet the needs of all people involved in education at the local school.

## ACKNOWLEDGMENTS

The staff of the State Exemplary Project in Career Education gratefully acknowledge the help of the teachers, administrators and counselors in the Bismarck Public Schools for assistance in the development and field-testing of the suggested activities.

In addition to the personnel in the Bismarck School District many individuals and groups contributed to furthering the effort of Career Education in North Dakota. The project staff extends a special thank you to the staff of the State Board for Vocational Education, members of the Department of Public Instruction, and all other school districts, agencies, and individuals that helped make this publication a reality.

## PURPOSE OF THIS GUIDELINE

The Career Education reference material included in this guideline represents information that will be helpful to teachers in achieving the goals of a Career Education program.

The guide provides a flexible framework to provide experiences that will support the learning principles needed to attain the required knowledge, attitudes and skills essential to productive living. Within this flexibility, there is a planned sequence from one grade level to next. The needs of the students, the involvement in the world of work and the classroom facilities should determine the selection of resource units to be utilized.

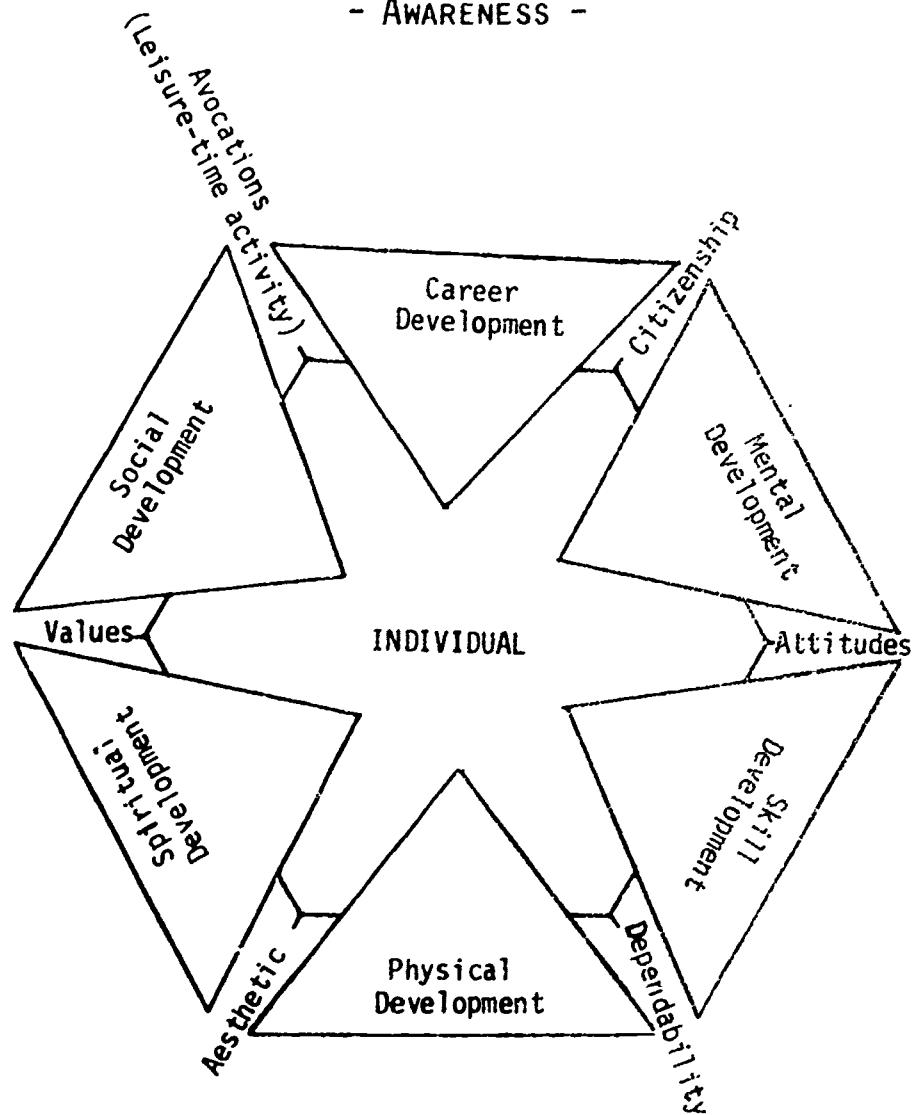
This guide does not provide a framework for a separate unit on careers. Rather, it is expected that learning experiences from the guide will be incorporated into existing units of instruction.

This guide is organized around three major objectives. To achieve these objectives the activities include expected student behavior and suggested learning experiences. Teachers are encouraged to add other goals and learning experiences which they have found successful.

The Career Education activities in this guide have been organized in the Table of Contents as they relate to the major subject areas and the three broad objectives. With this structure, the teacher has a ready reference for the selection of an activity appropriate for that area of the curriculum. In using the activities, the classroom teacher should make special note of the format as it applies to the student and teacher needs. Provisions have been made for a broad objective and supportive techniques. Also, suggested resources have been listed to help the teacher and student work out a plan of study. It is not intended that the teacher be limited to the activity as presented. Rather, it is to be thought of as a point of departure in accomplishing the desired objectives.

## CAREER EDUCATION PHILOSOPHY (K-6)

- AWARENESS -



### INVOLVEMENT OF HOME, COMMUNITY, AND SCHOOL INDIVIDUAL DEVELOPMENT

Career development is that one aspect of life-long individual development which relates to the occupational needs of the individual and which occurs with social, emotional, mental, physical, spiritual, and skill development. All facets of individual development are integrated with each other in a life-long continuing process.

Career Education in the elementary school provides for helping individuals build positive self-images, positive attitudes toward all work and workers, and a broad orientation to workers and occupations.

Emphasis on the career development of the individual calls upon teachers, administrators, counselors, parents, and the business community cooperatively searching for ways of providing meaningful activities and experiences for students. These activities should not be taught as an isolated course. An integrated approach giving emphasis to Career Education concepts when and where the appropriate opportunity arises will provide meaning and purpose to the curriculum.

## SUMMARY OF CAREER EDUCATION OBJECTIVES

### I. PREPARE FOR MAKING CAREER DECISIONS

- A. Know own characteristics relevant to career decisions.
- B. Know the characteristics and requirement of different careers and occupations.
- C. Relate own personal characteristics to occupational requirements.
- D. Plan for career education or change.

### II. IMPROVE CAREER AND OCCUPATIONAL CAPABILITIES

### III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK

- A. Have generally useful numerical skills.
- B. Have generally useful communication skills.
- C. Have generally useful manual-processing and decision-making skills.
- D. Have generally useful interpersonal skills.
- E. Have employment-seeking skills.

### IV. PRACTICE EFFECTIVE WORK HABITS

- A. Assume responsibility for own behavior.
- B. Plan work.
- C. Use initiative and ingenuity to fulfill responsibilities.
- D. Adapt to varied conditions.
- E. Maintain good health and grooming.

### V. HAVE POSITIVE ATTITUDES TOWARD WORK

- A. Recognize the basis of various attitudes toward work.
- B. Hold competence and excellence in high regard.
- C. Seek personal fulfillment through own achievements.
- D. Value work in terms of societal goals.
- E. Pride in work improves quality.

### VI. HAVE A POSITIVE IMAGE OF SELF

- A. Understand feelings toward myself and others.
- B. Understand and accept my similarities and differences.
- C. Identify, clarify, accept, or change my values.
- D. Assume responsibility toward self and society.
- E. Recognize inherent capabilities.

CONCEPTS TO DEVELOP (GRADES K-6)

1. Specialization leads to interdependency.
2. Geographical location determines kinds of work found therein.
3. Individuals live in a particular geographical location due to the nature of their work.
4. People need to speak well in their work.
5. People need to be able to listen in their work.
6. People need to be able to write in their work.
7. Reading helps people in their careers.
8. The ability to communicate effectively helps a person work well with other people.
9. Understanding of mathematics helps people in their work.
10. Money is the chief form of barter in our society.
11. An understanding of science helps people in their work.
12. Having a scientific attitude (problem solving) helps people in their work.
13. Advances in science change work.
14. Advances in science have altered the occupations that produce goods and occupations that produce services.
15. Some people work to help us stay healthy.
16. Some people specialize in their work to keep us healthy.
17. There are many jobs associated with physical education.
18. Music, art, and drama give people pleasure.
19. Some people have occupations in fine arts to give us enjoyment.
20. Careers in the fine arts often require special training.
21. There are many jobs associated with fine arts.
22. Self-understanding is important in making career decisions.
23. Leisure time activities affect career choice.
24. Individuals differ in abilities, interests, attitudes and values.

CONCEPTS TO DEVELOP (Grades K-6) Cont.

26. Supply and demand of goods influences the kinds of workers found in the community.
27. People work for various rewards.
28. Math concepts are necessary in communicating.
29. A healthy body is essential to a productive worker.
30. Many people have special training for work.
31. Recreational activities expand interests.

KINDERGARTEN OBJECTIVES

- I. To develop social growth.
- II. To develop self-awareness.
- III. To develop positive attitudes towards the world of work.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an awareness of self-worth.

SPECIFIC BEHAVIORAL OBJECTIVE: At the end of this learning experience each child should be able to orally describe two ways that he is like someone else and two ways he is different.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
<ol style="list-style-type: none"><li>1. Participate in discussion of names.</li><li>2. Tone match with "I am John" when teacher sings "Who Are You?"</li><li>3. Participate in game. Turn to child and say "Good morning, John." John answers, "Good morning, Jane," then turns to next child etc. until each has a turn.</li><li>4. Collect pictures of five and six year olds from magazines and newspapers and make a collage of faces for a bulletin board display.</li><li>5. Discuss similarities and differences between people.</li></ol>	<ol style="list-style-type: none"><li>1. Teacher writes her name on the board and reads it to children.</li><li>2. Ask children their names.</li><li>3. Discuss first and last names, bring out fact that members of same family often have same last names but different first names.</li><li>4. Sing "Who Are You?" having children answer matching time. (sol-sol-mi)</li><li>5. Have two children stand in front of class. Other children describe ways in which they are alike and ways in which they are different.</li></ol>	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an awareness of self-worth.

SPECIFIC BEHAVIORAL OBJECTIVE: To help the children realize that although people have many physical likenesses in common each person is unique.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Children discuss and describe themselves.  2. Discuss and help children realize significance of being unique, and to understand that being different is not the same as being peculiar.  3. Sing song.	<ol style="list-style-type: none"><li>1. Have children look at themselves in a mirror. Ask the pupils to draw self-portraits.</li><li>2. Play a game with this imaginative introduction: "One by one, you may take turns sitting up here in Alfred's magic chair and describe yourself to Alfred. Teacher may also describe a child without revealing the identity or the person he is describing.</li><li>3. Have pupil lie down on a piece of heavy brown paper and trace an outline of the child's form. Pupils color the figures and cut them out; teacher can put them up for display.</li></ol>	<p>SUGGESTED SUBJECT AREA Language Arts SUGGESTED GRADE LEVEL K</p> <p>Focus on Self-Development Stage One: Awareness Science Research Assoc.</p> <p>Large Body Puzzle Developmental Learning Materials 3505 N. Ashland Ave. Chicago, Ill. 60657</p> <p><u>Five Chinese Brothers</u>, Bishop, Claire H., Coward-McCann, New York 1938</p> <p><u>There's Only One You!</u>, Walley, Dean Hallmark Children's Ed.</p> <p>I'm Glad That I am Me (attached) DUSO Kit, A.G.S.</p>

SUGGESTED CORRELATION FOR THIS ACTIVITY:

## I'M GLAD THAT I AM ME

*Thoughtfully*

1. I think I will be me.  
2. We are not all alike.

Why don't you be  
Why should we try to be?

Act - ing like someone else is a cra - zy thing to do.  
I will do the best I can, be hap - py that I'm me.

(Refrain)

glad that I am me, that's who I want to be. Thought

Faster

there are chan - ges I should make, I'm glad that I am me!

*Fine*

CAREER DEVELOPMENT ACTIVITIES

**BROAD OBJECTIVE:** To present appropriate occupational information about the world of work.

**SPECIFIC BEHAVIORAL OBJECTIVE:** After completion of activity child will be able to tell the composition of his own family.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Discuss family membership. Tell who lives in the family, naming family members. 2. Children cut pictures from magazines to represent his or her family. 3. Draw the face of their family members on paper plates. String them together. 4. Identify pictures of objects that are big and small. 5. Hold picture of family and say "My family is (larger, smaller) than John's family." 6. Listen to story or watch filmstrip. 7. Sing song.	1. Show picture of a little girl (or boy) and say, "This is Susie." Show picture of other members of Susie's family and say, "This is Susie's family. They are her daddy, mother, brother and baby sister. Tell me who lives in your family. 3. Show pictures of family groupings and ask the following questions: "Which family is most like yours? Do families look alike? Do you see a country family? Do you see a family who lives in the city? Are these families the same size? Who cooks your dinner?" 4. Have objects available for comparison. 5. Collect pictures of families or objects. 6. View filmstrip and discuss.	Books: Little Owl Series <u>About Family Helpers</u> <u>My Family</u> , Fehr, Howard, Belmont Pub. Filmstrips: Willian, Andy and Ramon "Our Families" 50 frames, color, BFA Films Sesame Street: <u>People In My Family</u> Poem, <u>My Family is Small</u> , Jewell Cline Story Book (attached) Collect pictures of objects big and small. Singing Fun: How Many People Live at Your House? (attached)

**SUGGESTED CORRELATION FOR THIS ACTIVITY:** Structure of Family Members

# How Many People Live at Your House?

L. F. W.

L. F. W.

Lightly and gaily

How man - y peo - ple live at your house? How man - y peo - ple live at

your house? One, my fa - ther; two, my mo - ther; three, my sis ter;

four, my broth - er. There's one more, now let me see! Oh,

yes, of course it must be me! How man - y peo - ple live at

your house? How man - y peo - ple live at your house?

MY FAMILY IS SMALL

My family is small  
'Though my daddy is tall  
'Cause there's only mommy, daddy and me.  
I wish there were more  
Even two, three, or four  
Then we's be a large family.

**BROAD OBJECTIVE:** To develop positive attitudes toward the world of work.

**SPECIFIC BEHAVIORAL OBJECTIVE:** To demonstrate a knowledge of workers in the pet industry, student will be able to name five workers and state one job responsibility of each.

**SUGGESTED SUBJECT AREA** Social Studies  
**SUGGESTED GRADE LEVEL.** K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
<p>1. Children may bring pets to school. Dogs and cats to be taken home by parent after they have been shown. Fish, turtles, or small animals in a cage to be observed and cared for.</p> <p>2. Use teaching pictures. Make a list of the pets of all the children in the room.</p> <p>3. Read a story.</p> <p>4. Discuss the care a veterinarian gives to a sick pet. Resource person may be obtained.</p> <p>5. Draw and color pictures of pets.</p> <p>6. Sing songs.</p> <p>7. Read <u>Helping Pets</u>.</p>	<p>1. Give each child the opportunity to show, to feed, clean up after, and generally care for one or the other of the school pets. Discuss the importance of constant good care. Why do we need to provide care for these animals?</p> <p>2. Use suggestions in packet.</p> <p>3. Carefully examine illustrations in books about pets.</p> <p>4. If possible, use a resource person who is a veterinarian to talk to your class. Then engage children in discussion through opportunity for questions.</p> <p>5. Arrange a bulletin board display of pictures or illustrations and compile a book of pets.</p> <p>6. Memorize songs. Create actions whenever possible.</p>	<p>Pets children bring and pets you have at kindergarten.</p> <p>Singer Visual Aids "pets" with record or Teaching Pictures "Pets" #41467, Cook</p> <p><u>Your World - Let's Choose a Pet</u> Taylor Publishing Co.</p> <p>Other books on pets.</p> <p>Resource person</p> <p>Construction paper, crayons, and magazines.</p> <p>Songs: "Where O Where Has My Little Dog Gone" P. 16. "I Had A Little Turtle" P. 17 <u>Music In Our Town</u> Silver Burdette Any other pet songs.</p>

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	<ul style="list-style-type: none"><li>7. Read story on "Helping Pets" and use suggested questions.</li><li>8. Use helps on drawing pets from book.</li></ul>	<p>Social Development No. 12 "Helping Pets" David C. Cook Publishing</p> <p><u>Let's Draw Animals</u>, Davidow, Ann H., Grossett &amp; Dunlap, 1960</p>

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Child should understand that he has grown from a baby to a 5 year old boy or girl by orally describing one activity he can do now that he could not do as a baby.  
Structure of Family  
(Constant Change)

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Look at baby picture and recent picture and tell physical differences. 2. Tell one activity they are able to do now that they could not do as a baby such as I can dress myself. 3. Repeat poem "When I Was A Baby" with teacher. 4. Make a family album; paste picture in family album of some activity child can do now.	1. Ask children to look at baby picture and recent picture and tell ways they have changed. 2. Discuss changes in children other than physical. 3. Read poem, "When I was a Baby." 4. Bring magazines. Ask children to look for picture showing something they can do now. 5. Read "Growing Up With Daddy."	"When I Was A Baby", June Watson <i>Growing Up With Daddy</i> , Wilson, Christopher, Lalharp, Lee & Shepard, New York <i>A Very Little Boy</i> , Krosilovsky, Phyllis, Doubleday & Co. 1962

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information.

SPECIFIC BEHAVIORAL OBJECTIVE: Students should be able to describe one situation in which a member of a family either joined or departed from a family. (Constant Change)

SUGGESTED SUBJECT AREA Social Studies  
SUGGESTED GRADE LEVEL. K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Listen to story and participate in discussion afterward. 2. Repeat poem, "Since Grandmother Came to Stay" with teacher. 3. Cut and paste picture of new addition to family in a family album. 4. Role play situation such as change in new baby brings about. 5. Tell one situation that happened in child's home in which someone left family or new member was added.	1. Read story, "Tommy's Big Problem." 2. Ask child who has new baby in family to tell about changes in home. 3. Encourage children to think by asking leading questions. 4. Read poem, "Since Grandmother Came to Stay." 5. Ask children to decide whom they would like to live in their family such as a new baby, grandmother, etc. 6. Other situations could be older brother or sister getting married, going away to college, or a grandparent coming to live in a home.	Tommy's Big Problem, Lillie D. Chafin, Lantern Press Poems Since Grandmother Came to Stay, J. Cline Peter's Choir, Keats, Ezra Jack, 1967, Harper & Row A Baby Sister for Frances, Haban, Russell, 1964, Harper & Row "My Home and Family" activity kit by Instructo

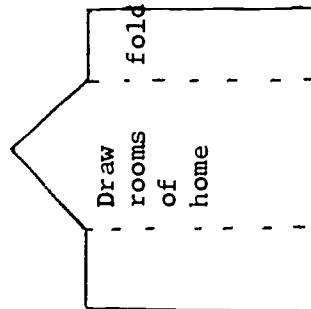
SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: The children should be able to describe the SUGGESTED SUBJECT AREA Social Studies place where they live and distinguish features about other homes that are different from their home.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
<ol style="list-style-type: none"><li>1. View and discuss a filmstrip about houses.</li><li>2. Discuss features about the following kinds of houses:<ol style="list-style-type: none"><li>1. single family house</li><li>2. multiple family house</li><li>3. apartment house.</li><li>4. mobile home</li><li>5. home with brick outside</li><li>6. home with wood outside</li><li>7. home with stone outside</li><li>8. home with flat roof</li><li>9. home with angle roof</li><li>10. kitchen</li><li>11. bedroom</li><li>12. living room</li><li>13. bathroom</li></ol></li></ol>	<ol style="list-style-type: none"><li>1. Ask questions to stimulate discussion.</li><li>2. Show pictures or slides of different kinds of houses.</li><li>3. Pass out paper, have children cut, fold, and draw the pictures of rooms in their homes.</li></ol>	<p>"Why We Need Houses" Encyclopaedia Britannica</p> <p>The True Book of Houses, Carter Childrens Press</p> <p>My Own Little House, Kaune, Merriman, 1957, Follett</p>



SUGGESTED CORRELATION FOR THIS ACTIVITY:

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: The children should understand that fathers do some jobs because they are stronger; mothers do certain jobs because they are better at doing them; older children have more responsibilities than younger children.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
<ol style="list-style-type: none"> <li>Role play activities showing mother's role in the home.</li> <li>Role play activites showing father's role in the home.</li> <li>Role play activity showing older brother or sister caring for younger child in the family.</li> <li>Draw or paint a picture depicting one job you do at home.</li> <li>Add a picture to your family album about doing a job in the home such as mother cooking, father mowing, child picking up toys.</li> <li>Sing song.</li> </ol>	<ol style="list-style-type: none"> <li>Initiate ideas for role playing.</li> <li>Read story such as "Papa Small," "We Help Mommy" or "We Help Daddy."</li> <li>Help children select props for role playing.</li> <li>Pantomime jobs that family members do to tune of "Did You Ever See A Lassie?"</li> </ol>	<u>We Help Mommy</u> , Cushman <u>We Help Daddy</u> , Stein " My Family and Pets" (attached)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

# 1. My Family and Pets

Ride away, ride away,  
Johnny shall ride;  
He shall have a pussycat  
Tied to one side;

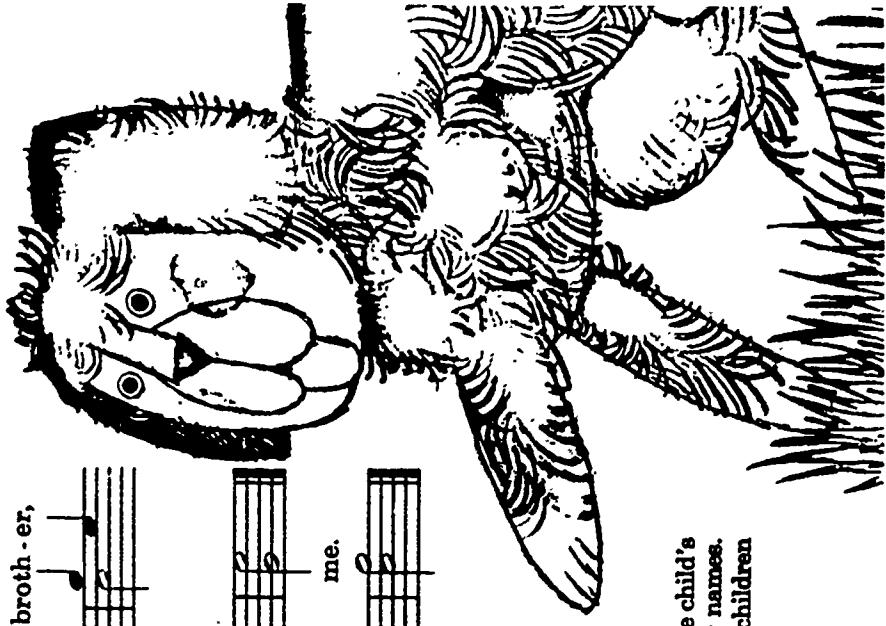
He shall have a little dog  
Tied to the other,  
And Johnny shall ride  
To see his grandmother.

Music and Words by Gladys Pitcher

E  $\frac{3}{4}$  Smoothly

1. I love my fa - ther, my moth - er, my broth - er,

I love them all, and I know they love me.



2. I love my kitten, my dog, and my rabbit,  
I love them all, and I know they love me.

You may want to continue by singing about other members of the child's family—cousins, aunts, or grandparents—or friends, using their names. Other pets, such as goldfish, turtles, or canaries may be added as children suggest them.

Home and Family  
Workers - Mother

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a knowledge of a mother's homemaking duties, each child will name at least two tasks that his mother does in the home and one reason why each is important.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
<ol style="list-style-type: none"> <li>1. Show filmstrip.</li> <li>2. Make a mural of mother doing many things in the home. Use teaching picture for discussion.</li> <li>3. Set up housekeeper center.</li> <li>4. Role play some of mother's jobs.</li> <li>5. Read stories.</li> <li>6. Sing song.</li> <li>7. Read "Helping Mother."</li> </ol>	<ol style="list-style-type: none"> <li>1. View filmstrip and discuss mother's jobs in the home. Ask questions on mother's jobs, including her work, if any, outside the home.</li> <li>2. Draw and color as many work activities as possible, that mothers engage in.</li> <li>3. Limit role playing to single instances, at least for a beginning.</li> <li>4. Discuss stories.</li> <li>5. Sing song with actions.</li> <li>6. Read story on "Helping Mother" and use suggested questions.</li> </ol>	<p><u>"Just What Do Mothers Do?"</u> filmstrip/record, Edu-Craft</p> <p>Large roll of white newsprint can be obtained at local newspaper.</p> <p>David C. Cook teaching pictures.</p> <p>Limited suggestive costume items for role playing (hats, purses, aprons, dishes).</p> <p><u>Where Are the Mothers?</u>, Marino Dorothy, 1959, Lippincott</p> <p><u>I Want to Be a Homemaker</u>, Greene, Carla, 1961, Childrens Press</p> <p>Teaching Pictures: Social Development, "Helping Mother", David C. Cook</p> <p><u>If I Were A Mother</u>, Mizumura, Crowell Co.</p> <p><u>All Kinds of Mothers</u>, Brownstone, McKay Co., Inc. 1969</p>

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Home and Family  
Workers - Father

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE:	ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
To demonstrate knowledge of father's occupation each child will be able to state at least one specific duty of his father's trade and at least one reason why it is important.	<ol style="list-style-type: none"> <li>1. Read story and discuss father's role in family. Use questionnaire to survey different jobs represented in the classroom.</li> <li>2. Show filmstrip and/or film.</li> <li>3. Fathers come to room as resource people. Explain their work with time for questions provided.</li> <li>4. Role play father's work.</li> <li>5. Possible field trip to father's place of work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Motivate discussion questions: What work does your Daddy do at home and away from home? Does he talk, listen, read, write, work with his hands in his work? Does he go out of town to do his job?</li> <li>2. Promote discussion on filmstrip.</li> <li>3. Orient resource person to needs of instruction and level of understanding of the group.</li> <li>4. Use basic props like caps, simple tools, etc. for each worker's role in play.</li> </ol>	<p>SUGGESTED SUBJECT AREA <u>Social Studies</u></p> <p>SUGGESTED GRADE LEVEL. <u>K</u></p> <p><u>About Family Helpers</u>, Hoffman <u>Papa Small</u>, Lenski Melmont Publishers</p> <p>Filmstrip: "What Else Do Fathers Do?" Edu-Craft</p> <p>Film: "Why Fathers Work" 14 min. Encyclopaedia Britannica</p> <p>Resource people</p> <p>Simple equipment brought from home or improvised at school for each worker.</p>

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Home and Family  
Children's jobs)

CAREER DEVELOPMENT ACTIVITIES

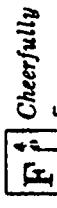
**BROAD OBJECTIVE:** To present appropriate information about the world of work.

**SPECIFIC BEHAVIORAL OBJECTIVE:** To demonstrate a knowledge of the family members and responsibilities. To name two jobs children have to do in the home that they both like and dislike but need to be done.

<u>ACTIVITY</u>	<u>SUGGESTED TECHNIQUE</u>	<u>RESOURCE MATERIALS</u>
Show filmstrip or filmstrips.	1. Discuss jobs children do in each of the filmstrips. Pose questions of jobs assigned to children at home, the importance of their help even at this age. (Do you make your bed, set and/or clear table, sweep floors, take out trash, pick up toys, etc.) Also what does the family do that is fun?	"Working Together in the Family" 31 frames, color Society for Visual Education
Listening and discussing	2. Use suggested stories, questions and activities on guide sheets of the David C. Cook pictures of Social Development.	<u>What Is A Brother</u> , Gill & Vranna <u>Big Sister, Little Sister</u>
Drawing	3. Have child draw a picture of himself and his brothers and sisters doing a job at home for which they are responsible. The teacher would write names on brothers and sisters.	<u>My Little Brother</u> , H. R. Wittram <u>Let's Play House</u> , Lois Lenski
(R) Read story	4. Read and discuss books about brothers and sisters.	Song: "Mulberry Bush" "This is the way we set the table....."
Singing	5. Sing song about work in the home.	Song: "Our Helpers" (attached)

## 17. Our Helpers

Music and Words by Brooks Baker



Cheerfully

The musical score consists of two staves. The top staff is in F major (one sharp) and the bottom staff is in G major (no sharps or flats). Both staves begin with a common time signature. The music is divided into four sections, each starting with a forte dynamic (F). The first section ends with a repeat sign and leads into a section in d minor (no sharps or flats). The second section begins with a forte dynamic (F) and ends with a repeat sign, leading into a section in G major. The third section begins with a forte dynamic (F) and ends with a repeat sign, leading into the final section. The fourth section begins with a forte dynamic (F).

1. John - ny  
2. Ma - ry

is our help - er,  
is our help - er,

All through the day,  
All through the day,

He will set the ta - ble  
She will wash the brush - es

And put the blocks a - way.  
And put the paints a - way.

3. Jackie is our helper  
All through the day,  
He will pass the cookies  
And sweep the crumbs away.
4. Eric is our helper,  
And so is Sue,  
They will water all our plants  
And feed the goldfish, too.

General  
(Safety)

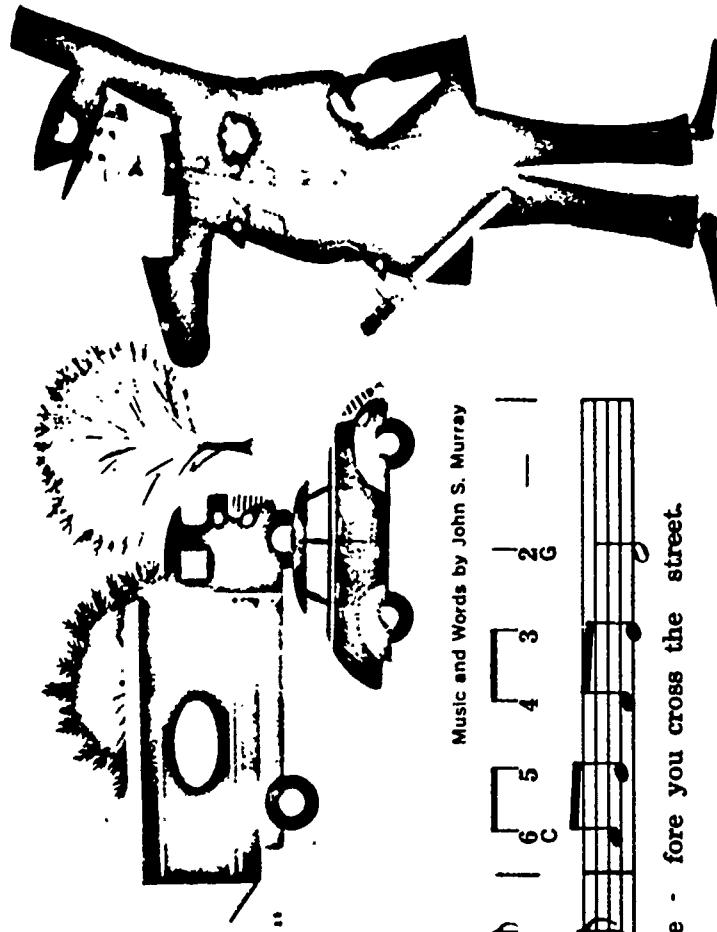
CAREER DEVELOPMENT ACTIVITIES

**BROAD OBJECTIVE:** To present appropriate occupational information about the world of work.

**SPECIFIC BEHAVIORAL OBJECTIVE:** After having discussed safety rules the child should be able to tell one rule about crossing the street.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Discussion	1. Ask questions such as "Why should you always stop, look and listen before you cross the street?"	Books on safety Resource person
Read book	2. Ask questions on book read.	"Stop! Look! Listen!"
Have a Person from your local police or traffic safety department talk to your children.	3. Let the person from the traffic division talk to the children and have them prepared to ask questions.	This Is Music for Today, Kindergarten and Nursery School, Allyn and Bacon
Sing song	4. Memorize song.	Teaching Pictures on crossing the street - David C. Cook
Put up posters you have on crossing the street.	5. Discuss the poster.	

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**



## Stop! Look! Listen!

C<sup>4</sup>

Bells: 8

Autoharp: C

G<sup>4</sup>

F

E<sup>4</sup>

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Home and Family  
(Tools)

CAREER DEVELOPMENT ACTIVITIES

**BROAD OBJECTIVE:** To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE:	Given a set of pictures or tools and machines the child should be able to tell which family member they help and work they do.	SUGGESTED SUBJECT AREA	Social Studies
ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS	
Experiment with simple tools brought by teacher.	1. Prepare set of pictures if you do not have access to "Peabody Language Kit #2."	Peabody Language Kit #2 American Guidance Service, Inc.	
Predict what would happen if we tried to eat jello without a spoon.	2. Explain to children how tools help workers in the home starting with simplest tools such as flatware, paring knife, egg beater, hammer, screwdriver, scissors, etc. Have some on hand for the children to experiment with.		
Look at pictures and describe which family members the tools help.	3. Show pictures such as vacuum cleaner, lawn mower, hammer, saw, garden hose, electric mixer, dish washer, bike and ask children who these tools help. Classify pictures into three groups such as: 1) helping father, 2) helping mother, 3) helping children		
Classify tools into four categories (helping father, mother, children, or all members of a family).	4. Plan to make 3 charts showing picture of tools that help fathers, mothers and children.		
Plan to bring pictures of 4 charts.	5. Ask children to bring picture from home.		

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**

Self-Awareness  
(Emotional)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an awareness of self-worth.

SPECIFIC BEHAVIORAL OBJECTIVE: The children should be able to identify four feelings that each of us have inside us.

SUGGESTED SUBJECT AREA Language Arts  
SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Show filmstrip	1. View filmstrip	Focus on Self-Awareness kit Science Research Assoc.
Discuss the four feelings: happy, sad, afraid and angry.	2. Help children recall four feelings presented.	Filmstrip: Circle of Feelings Science Research Assoc.
Practice making faces expressing happy, sad, angry, proud and afraid.	3. Ask questions: How do you think you might look if you felt sad or unhappy. Would you frown; would you cry.	Filmstrip: Understanding Ourselves BFA
Role play reactions to various situations such as getting a new dress, going to the dentist, or being pushed or shoved.	4. Teacher might ask pupil to react to the situation by using facial expressions, hand and arm gestures and possibly by talking.	<u>I'm All alone</u> , Ardizzone, Edward, 1957, Walck
Child draw self-portrait indicating the facial expression they think they have most of the time.	5. Make a "I have feelings" bulletin board display using pictures from magazines and newspapers to show people displaying various emotions.	<u>In the Middle of the Trees</u> , Kuskin; Karla, 1958, Harper & Row (poetry)
Play "Oh Henry." Have child stand at the rear of classroom so that his voice gives the only cue to the feeling being expressed. Pupils try to guess the feeling expressed.		
	Make a bulletin board.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

**BROAD OBJECTIVE:** To develop an awareness of self-worth.

<b>SPECIFIC BEHAVIORAL OBJECTIVE:</b>	<b>ACTIVITY</b>	<b>SUGGESTED TECHNIQUE</b>	<b>RESOURCE MATERIALS</b>
Play "Hey, Duso, Come on Out" to introduce lesson.	<p>Present story to children by playing from recording or reading it from cards.</p> <p>Use Duso, the puppet to lead the discussion about feelings.</p>	<ol style="list-style-type: none"> <li>1. Use introductory song to motivate children.</li> <li>2. SI cards 38-42, Book I stories</li> <li>3. Use Puppet activity card PAIL-A. Discuss story using questions on card SI-42</li> <li>4. Use Role playing activity #RPIIA</li> <li>5. Use "The Share Song" to introduce lessons or for music periods.</li> <li>6. Divide class into groups of about five so that while three children in each group are occupied with turning the rope and jumping, the other two will have to wait for a turn. Rotate turns so that each child has the opportunity to jump, turn and wait.</li> </ol>	DUSO Kit American Guidance Service
	Role play		
	Sing a song		
	Play a game: rope jumping		

Self-Awareness  
(Problem-solving)

CAREER DEVELOPMENT ACTIVITIES

**BROAD OBJECTIVE:** To develop self-awareness.

**SPECIFIC BEHAVIORAL OBJECTIVE:** Children should be able to tell two new things they have learned and one problem they have solved by themselves.

**SUGGESTED SUBJECT AREA** Language Arts  
**SUGGESTED GRADE LEVEL** K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Show movie	1. Use questions in the cover of the film to discuss what they saw.	Film: Solving Problems BFA
Play record(Side I, Band 2 of story record) p. 23 in manual.	2. Use questions for discussion in guide for Focus on Self-Development kit.	Focus on Self-Development, Stage One: Awareness Science Research Assoc.
Sharing by telling	3. Tell best ways to learn.	

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**

Self-Awareness  
Respect for Rules of Behavior

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop self-awareness.

SPECIFIC BEHAVIORAL OBJECTIVE: Class members demonstrate understanding and respect for rules of behavior by showing acceptable behavior in different places and situations.

SUGGESTED SUBJECT AREA Language Arts  
SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Read <u>Cowboy Andy</u> by Edna Walker Chandler	<ol style="list-style-type: none"><li>1. Read and discuss attached questions for <u>Cowboy Andy</u>.</li><li>2. Discuss each story as it relates to the child and his behavior.</li></ol>	Books: <u>Cowboy Andy</u> , Chandler <u>Yertle the Turtle</u> , Dr. Seuss <u>Sam and the Firefly</u> , Eastman Random House
Read additional books to further develop self-awareness of respect for rules of behavior.	C:	Questions for <u>Cowboy Andy</u> (attached)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

## Respect for Rules of Behavior

1. To make children conscious of the behavior that is normal for their age level.
2. To encourage children to talk about things which may trouble them or which cause behavior problems.
3. To help children find suitable and acceptable outlets for their behavior.

RULES for behavior tell people how they should act in order to get along with one another. The penalties for breaking the rules range from scolding to imprisonment or even death, depending upon the seriousness of the infringement.

Even more important than the rules are the principles behind them, the reasons why the rules are made. A person who understands the principles will not need the rules, for he will know what is expected of him and the proper way to conduct himself. Attaining this objective does not require memorizing a set of rules; it involves, instead, a process of development in which experience is an important factor. The child learns the rules of behavior by trial and error. Often he is not told whether an action is permissible or not until he has performed it. He must later learn to discriminate between situations which are superficially alike, but which call for different behavior. For instance, when reading at home the child may be permitted to interrupt with questions, but he must remain silent in a reading lesson at school. When he realizes that he must be quiet in school because the presence of other children demands everyone's attention, he will have begun to go beyond the rules to the principles involved.

Rules of behavior, then, differ in different places, in different situations and at different ages. The child must learn that different behavior is expected of him as he grows older, as his parents have other children, and so on. By learning, unlearning, and relearning the rules of behavior, the child will come to grasp the unchanging principles behind the changing rules.

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Random House Elementary Guidance Series

RESPECT FOR RULES OF BEHAVIOR 41

## Cowboy Andy

by Edna Walker Chandler

p. 7 ► "Say no!" said the cook. "It would not be fun. I know all about town boys. They do not eat what we eat. They do not dress the way we dress."

1. Why do you think some people dress differently than others?
2. If Andy goes to the ranch, how will he dress?
3. Would you like to dress like a cowboy if you went to a ranch?

p. 11 ► "Good day, Mr. Cowboy Sam," said Andy.

1. Who do you think taught Andy to greet people politely?
2. Why is it important to learn how to greet people politely?

p. 18 ► "Cowboys must have a lot of sleep. We must go to bed now."

1. Why do you think cowboys need a lot of sleep?
2. Do you think Andy wants to go to bed so early?
3. If he wants to be a cowboy, should he go to bed early?

p. 29 ► "Go now and get a calf. Then we will brand it."

1. What are some of the new things Andy has learned?
2. Are there sometimes rules to follow when people learn new things?
3. What are some of the rules at school?

p. 44 ► "Let Cook laugh," said Andy to himself. "I will show that cook!"

1. Why does the cook laugh at Andy?
2. Do you think it is better to be like the cook or like Andy?
3. How do you think Andy will show the cook he is a good cowboy?

p. 49 ► "But I will try! Oh, I will try!" he said to himself.

1. Why is Andy working so hard?
2. Do you think he will win a prize?
3. Even if he doesn't win a prize, do you think Andy is acting like a cowboy?

## 42 RESPECT FOR RULES OF BEHAVIOR

COWBOY ANDY by Edna Walker Chandler

p. 58 ► "He could win the calf prize," said Cowboy Sam. "I can try," said Andy.

1. Was Andy sad about losing the stake race?
2. Would a cowboy cry because he lost the race?
3. Is Andy acting like a cowboy?

p. 64 ► Then Cook ran up to Andy. "Let me be the first to shake your hand," he said. "You sure showed me a thing or two."

1. How did Andy show the cook he was a cowboy?
2. What lesson can everyone learn from the cook?

**SUMMARY DISCUSSION:** Everyone must learn how to behave, whether he is a cowboy or a schoolboy. For this reason, there are rules that tell us how to behave. What are some of the rules you know?

*Further Reading:*

YERTLE THE TURTLE by Dr. Seuss

SAM AND THE FIREFLY by P. D. Eastman



Self-Awareness  
Responsibility

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop self-Awareness

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate the understanding of responsibility class members will describe two instances at home and two instances at school for which they are responsible; also two instances at which they were irresponsible.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Read <u>Horton Hatches the Egg</u> , by Dr. Seuss	<ol style="list-style-type: none"> <li>1. Read and discuss attached questions for <u>Horton Hatches the Egg</u>.</li> <li>2. Discuss each story as it relates to the child assuming responsibility on their own.</li> <li>3. Draw a picture showing the difference between a responsible child or irresponsible child.</li> <li>4. Play Cassette 4, Slide A, Record 18, Slide B</li> </ol>	<p>Questions for <u>Horton Hatches the Egg</u> (attached)</p> <p>Books:  <u>Horton Hatches the Egg</u>, Dr. Seuss  <u>Having A Friend</u>, Miles  Random House</p> <p>Construction paper.</p>
Read additional book to further develop self-awareness of responsibility.		DUSO Kit, American Guidance Service Story VII-D "The Bike" p. 144, manual
Draw		
Discuss ways children could show they are responsible.		

SUGGESTED CORRELATION FOR THIS ACTIVITY:

# Responsibility

18a

1. To assist children in understanding that one has responsibilities toward oneself and society.
2. To help children discover there is a self-satisfaction in being a responsible person.
3. To create an atmosphere which encourages responsible behavior.

**R**ESPONSIBILITY is the acceptance of an obligation to fulfill a duty or a task. A person with a sense of responsibility does something he knows must be done, and completes tasks once he has started them. He is both dependable and trustworthy. He will do a job which is given to him even when there is no one else to see that it gets done.

If people detect a sense of responsibility in someone, they will be disposed to think well of him. People who are given important jobs to do, and who enjoy the recognition that attends them, are generally responsible people.

The relation between responsibility and learning cannot be too highly stressed. The child must appreciate the importance of education and take it upon himself to study and learn. Too long, now, has the responsibility for the child's education been left to others, who can do no more than present the material to him. No one but the child himself can learn it. Responsibility also may entail individual action. A person's sense of responsibility may cause him to act apart from the group, if he realizes it is important for him to do so. The child must develop the insight to perceive what he must do and the strength to do it.

One way a child can develop a sense of responsibility is to pattern himself after a responsible person, to watch how he acts and use him as a model for his own actions.

## Horton Hatches the Egg

by Dr. Seuss

p. 1 ► "It's work! How I hate it!  
I'd much rather play!"

1. Do you think you'd enjoy hatching an egg?
2. Would most people rather play than work?
3. Why is it important to work as well as play?

Taken from Random  
House Elementary  
Guidance Series  
with permission

p. 3 ► "I won't be gone long, sir. I give you my word."

1. Do you think Mazie will keep her word? Why?
2. How can you tell that Mazie is not trustworthy?

p. 4 ► "I'll stay and be faithful. I mean what I say."

1. What does Horton mean by *faithful*?
2. Should people help others with their tasks?

18b

p. 12 ► "I wish she'd come back

Cause I'm cold and I'm wet.

I hope that that Mazie bird doesn't forget."

1. Why did Horton stay on the nest through the storm?
2. Would you like to have Horton help you with your chores?

p. 19 ► They taunted. They teased him.

They yelled, "How absurd!"

"Old Horton, the Elephant

Thinks he's a bird!"

1. Do you think that their teasing will make Horton leave the nest?
2. Do you think that the other animals are as responsible as Horton?
3. Will the egg ever hatch?

p. 38 ► "I meant what I said, and I said what I meant . . .

An elephant's faithful—one hundred per cent!"

1. Do you think Horton is foolish?
2. Can everyone be as faithful as Horton?
3. What are some ways people can show they are responsible?

p. 41 ► Who (*of all people!*) should chance to fly by

But that old good-for-nothing bird, runaway Mazie!

Still on vacation and still just as lazy.

1. Is Mazie a good bird?
2. Is Mazie responsible and trustworthy?
3. Do you think Mazie would take care of Horton's home?

p. 47 ► "But it's MINE!" screamed the bird, when she heard the egg crack.  
(the work was all done. Now she wanted it back)

1. Do you think Mazie deserved to get the egg back?
2. How had Horton earned the egg?
3. Does working for something make people feel it is theirs?

p. 52 ► And they sent him home

Happy,

One hundred per cent!

1. Why was Horton happy?
2. Should people be like Horton or Mazie?
3. How can children act more like Horton at home or at school?

**SUMMARY DISCUSSION:** When we are given jobs, it is important that we work at them until we finish. Responsible people are more trustworthy and are given things to do.

*Further Reading:*

HAVING A FRIEND by Betty Miles

Awareness of Environment  
(Seeing)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an awareness of self-worth.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a knowledge of shapes and colors, each student will correctly select, draw and color at least three shapes presented in the filmstrip.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
View filmstrip  Have children make a pair of "magic glasses."  Suggest to children that they pretend to wear magic glasses on the way home from school and report the next day on what they saw.  Do simple color-awareness activities.  Discuss the effect of colors with the class.  Read a story.	<ol style="list-style-type: none"> <li>1. Discuss the filmstrip "Magic Glasses."</li> <li>2. Wearing the glasses they might look around the room to find as many things as they can of a certain shape or color.</li> <li>3. Encourage children to look for something they have never noticed before.</li> <li>4. Children might name their favorite colors as a response to roll call. They might line up at the door for recess according to different colors they are wearing.</li> <li>5. Ask "How does yellow make you feel?" "How do dark colors make you feel?"</li> <li>6. This story is for enjoyment.</li> </ol>	<p>* Focus on Self-Development Stage One: Awareness (kit) Science Research Assoc.</p> <p>For more activities to reinforce concepts presented in this activity refer to pp. 56-59 in the Guide for the above kit.</p> <p><u>Spectacles</u>, Raskin, Ellen. 1968 New York: Atheneum</p>

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Awareness of Environment  
(Hearing)

CAREER DEVELOPMENT ACTIVITIES

**BROAD OBJECTIVE:** To develop an awareness of self-worth.

**SPECIFIC BEHAVIORAL OBJECTIVE:** Each child will be able to name five things that make a different sound - from sounds around us.

SUGGESTED SUBJECT AREA Language Arts  
SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Listen to the recorded story "The Sound Machine."	1. Discuss the "recording. List all the sounds you heard on the recording.	Focus on Self-Development Stage One: Awareness (kit) Science Research Assoc.
Bring items that make different kinds of sounds.	2. Class might create their own sound machine or rhythm band. Display "sound" items: bell, pop-gun, sand-paper, morracas, singing teakettle, drum, whistle.	
Discuss various occupations that involve sound and hearing.	3. Discuss the musician, carpenter, fireman. Point out that some workers might try to ignore the sounds that surround them.	
Discuss the absence of sound.	4. In a dark room or with eyes closed, children might be very quiet and listen for sounds.	
Tape record sounds in the class.	5. Without children's knowledge, the teacher might tape record the sounds in class when everyone is trying to talk at the same time or when there are various chaotic disruptive noises. The class should conclude that when everyone talks at once it is impossible to understand anyone	
Children draw or paint their versions of the sound machine.	Introduce a science unit on sounds.	
List sounds that warn people to be careful.	List sounds that warn people to be careful.	

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	<p>and sounds become noise.</p> <p>6. Let children use their imaginations to create something they have never seen.</p> <p>7. Use sensory experiences such as play a piano note, break a cup, snap a rubber band, rub two boards together, tear paper, slap skin and pluck stringed instrument.</p> <p>8. Discussion might be integrated with safety. Discuss sounds such as siren, car horn, bicycle bells, etc.</p>	<p><i>Learning How to Use the Five Senses,</i> Mary Ellis &amp; Elizabeth Fuller 1960 T. S. Denison &amp; Co.</p> <p style="text-align: center;">45</p>

Awareness of Environment  
(Smelling & Tasting)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an awareness of self-worth.

SPECIFIC BEHAVIORAL OBJECTIVE: The child will be able to identify five odors through taste and smell.

SUGGESTED SUBJECT AREA Language Arts  
SUGGESTED GRADE LEVEL. K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
<p><u>Read Tony's Way-Out Nose.</u></p> <p>Discuss a list of various things that have noticeable odors.</p> <p>Child might draw on episode from the story or objects and situations that produce their favorite odors.</p> <p>To help show the vital part that smell plays in relation to taste the teacher might bring various foods to class.</p>	<p>1. Discuss the story and ask the following questions: Would you like to have a nose as long as Tony's was in his dream? What were some of the things Tony smelled? What could Tony's nose tell him about his neighbors and his neighborhood? Can you remember being aware of any particular smells on your way to school today? Besides smell, what other ways are there of finding out about our environment? What other parts of our body help us become aware of things?</p> <p>2. Bring soap, perfume, gasoline, varieties of foods, medicines such as cough syrup, smoke, flowers, hay, etc. so that discussion can take place.</p> <p>3. Provide children with paper &amp; pencil.</p> <p>4. Ask volunteers to hold their noses while blindfolded &amp; taste the food.</p>	<p>Focus on Self-Development Stage One: Awareness (kit) Science Research Assoc.</p> <p>For more activities refer to teacher's guide pp. 63, 64 in above kit.</p>

SUGGESTED CORRELATION FOR THIS ACTIVITY:

BROAD OBJECTIVE: To develop an awareness of self-worth.

SPECIFIC BEHAVIORAL OBJECTIVE: Blindfolded, the child will be able to identify five different materials through his tactile sense.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Read Story, "The Blind Men and the Elephant."	1. Discuss story using attached questions as aid.	"The Blind Men and the Elephant" (attached)
Make a "feeling" box.	2. Use shoe box from home. Put a hole in one end. Place items of different textures inside for the children to touch rather than look at.	Questions (attached) Shoe Box

SUGGESTED CORRELATION FOR THIS ACTIVITY:

# UNIT H

22a

## FOCUS 1 AWARENESS OF THE ENVIRONMENT THROUGH TOUCH

## FOCUS 2 THE IMPORTANCE OF COOPERATION

This unit, which concentrates on the sense of touch, is one of four units concerned with awareness of the environment through the senses. Most of the activities and questions are designed to help the child become more aware of what can be discerned through tactile sensation. Some of the questions and activities for more mature groups relate to Focus 2, which deals with cooperation.

### Overview of the Story

The theme story is an adaptation of a poem by John Godfrey Saxe (American; 1816–1887). Six blind men encounter an elephant and decide to find out what the animal is like. Accordingly, each man reaches out to touch one part of the elephant and describes what he finds to his companions. The descriptions vary greatly, of course, and the six men begin arguing about whether an elephant resembles a wall, a spear, a snake, a tree, a bird, or a rope. The argument is of a type that is common and often serious. In this kind of quarrel each person contends he is right on the basis of some piece of truth, but no one is entirely correct.

### When Is This Unit Best Presented?

It is recommended that this unit and units E, F, and G be presented at the same time other school activities involving sensory awareness are presented.

Later in the school year or for use with more mature pupils, the teacher might wish to emphasize Focus 2. If so, it is suggested that this unit immediately follow unit I, which also deals with groups and cooperation, as well as with the contributions of individuals to groups.

### Introducing the Theme Activity

It is suggested that the teacher make sure that all pupils know what an elephant looks like. She can show the class pictures of elephants and remind them of storybook elephants they may know, such as Babar.

Unfamiliar vocabulary might include such words as *elephant, spear, tusk, trunk, enormous*.

The teacher might want to use cutout figures of six men and an elephant on a flannel board to dramatize the story as it is played. She might also consider announcing on the day before the unit is introduced that she would like one or two volunteers to draw a large picture of an elephant. Keeping the purpose of the picture a secret, she can then surprise the class by using the pupil drawing as an illustration for the story.

### THEME ACTIVITY

#### RECORDED STORY: THE BLIND MEN AND THE ELEPHANT (Side Four, Band 2 of story records)

Once upon a time, six old blind men were walking down the street, when all of a sudden they found themselves in a great crowd of people "Why is the street full of people?" one of the blind men asked a

man on the street.

"There's an elephant here and we've all come to see it!" the man said.

"An elephant!" exclaimed the six old men; and, although they were blind, they decided to find out what an elephant was like.

The first blind man happened to be standing right alongside the elephant's middle. He stretched his arms up and out as far as he could along the elephant's enormous side.

"Aha!" he announced. "An elephant is high and wide, like a wall."

"Nonsense," said the next blind man, who was stroking the elephant's ivory tusk. "An elephant is hard and smooth and comes to a point like a spear."

"You're both wrong," said the third blind man, who was holding the animal's trunk. "An elephant is long and thin and has no legs—just like a snake!"

The fourth blind man, meanwhile, had grabbed one of the elephant's knees. "How can you say the elephant is like a snake," he asked the third man, "when anyone can tell that an elephant is like a tree?"

"How silly!" exclaimed the fifth man, who was feeling the elephant's ear. "The elephant has great wings, like giant fans!"

The sixth blind man laughed at all the others. "The truth is," he said, hanging on to the elephant's tail with both hands, "that the elephant is exactly like a rope!"

And so they argued, on and on and on.

Boys and girls, can you see why they were arguing? why they couldn't decide what an elephant is like?

## QUESTIONS FOR DISCUSSION

The following questions are presented as suggestions to guide discussion. The teacher may wish to adapt them to the needs of her class and to add other questions. Key questions are indicated by an asterisk.

*The following questions relate to Focus 1:*

- \*1. If you were blind, or if you were in the dark and couldn't see anything, what could you use to find out about things?

What did the six blind men use to find out about the elephant?

What are some of the things you can tell about something by touching it?

- \*2. What can't you tell by touching something? How else could the blind men find out about the elephant without using their eyes or their hands? What things could they discover by using those other senses?

3. Are hands, noses, and ears only useful for finding out about elephants? Can you use them every day? How?

*The following questions relate to Focus 2:*

4. What did the first blind man say the elephant was like? Was he right? (If pupils say no, the teacher might stimulate thought by suggesting, "Well, the side of an elephant is high and wide like a wall.")

Another man said an elephant was like a tree. Was he right? (Again, the teacher might say, "Well, an elephant's leg is a little like a tree trunk.")

- \*5. Who was really right, then? Was any one of the six men right about what an elephant is like? Was any one of them wrong?  
What was the real mistake that these men made?
6. What ending would you make up for this story?  
Is there any way you can think of that would help the men figure out a little better what an elephant really looks like?
7. Have you ever heard, or been in, an argument where each person keeps saying "I'm right"? How did you feel about it? How can you decide an argument like that?

## OTHER SUGGESTED ACTIVITIES

The following activities are presented as suggestions to reinforce the concepts presented in the theme activity. Activities preceded by an asterisk are recommended for more mature groups.

1. *Developing Awareness of Touch.* Pupils may be relatively unfamiliar with terms related to the tactile sense—*smooth, rough, wrinkled*, and the like. The teacher might determine how readily they use these terms by asking them to describe what certain objects are like to touch, and by asking them to give examples of things that are fuzzy, hard, and so forth.

Tactile awareness and a corresponding vocabulary might be developed by having materials of many kinds available in the classroom for pupils to handle. The pupils themselves might bring in items for the collection. Possibilities include:

rubber (cut from an old inner tube, hot water bottle, or rubber glove; or heavy rubber bands)	sticks sponge ribbon	tree bark cornflakes wire screening
fabrics (burlap, satin, etc.)	yarn	needles, pins
hair (perhaps a wig or doll wig)	glass	modeling clay
real or synthetic fur	sand	plastic bags
ping-pong or tennis ball	soil	a small pillow
smooth and rough stones	gravel	cotton balls
sticky tape or flypaper	shells	feathers
raw grains of rice	coins	burr or thistle

Pupils might attempt to categorize the materials in their collection (soft things, smooth things, etc.) and might make descriptive labels for them. They will probably discover that some materials seem to fit into more than one category. They should be encouraged to classify the materials in as many ways as necessary, rather than to make artificially narrow classifications.

2. *"Touch It" Display.* Pupils might make a "touch it" display on a bulletin board or table. Collected items such as those suggested in activity 1 could be arranged with labels describing their contour and texture. Unlike many exhibits that must not be touched, this one should be accessible to the pupils and touched freely.

3. *Games.* To help stimulate and activate pupils' imaginations, and to help them associate shapes and textures with the words that describe them, the teacher might employ one or more of the following games:

- a) To launch a simple game of imagination and description, the teacher might say to the class: "Imagine that you are one of the six blind men, and you are going to find out what an automobile is like. Just as you did with the elephant, you are going to find out about the automobile by touching it! Now close your eyes . . . you are coming close to the car . . . there it is, and you are standing near the front. You put your hands on something. . . ."

From this point the game can be developed in either of two ways: a part of the car is named, and the pupils provide words describing how it feels; conversely, a part of the car is described in terms of how it feels, and the pupils guess what it is. After the teacher starts the game, the pupils should take it over themselves. Other familiar objects can be used in addition to an automobile.

- b) "What's in the Box?" The teacher cuts a hole large enough to admit a child's hand in a deep cardboard box. Inside the box she can then put any of a variety of materials that can be identified by touch—sand, pencils, crayons, grapes, a handkerchief, or any items in the list for activity 1.

The pupils might take turns describing and then guessing the contents of the box, perhaps as the box is passed around the room.

As a variation, each pupil might feel the object in the box and then give one descriptive word, which the teacher writes on the chalkboard. The class analyzes the list of words and guesses what the object might be.

- c) Larger items—too large to hide in a box—can be used in another game, in which blindfolded pupils attempt to identify familiar items by touching them. Such objects as a chair, desk, piano, easel, and play equipment—or even a child—would be suitable. Two or more pupils working together, each perhaps confined to a certain area of one large object, might pool their findings (as the blind men might have done) in order to guess the identity of the object.

Experiments with blindfolded pupils include (1) describing and identifying a piece of abstract sculpture; (2) trying to describe and identify something while wearing mittens or gloves.

4. *Artwork.* The pupils might make a simple collage, using textured materials—scraps of fabric, sandpaper, fluffy cotton, toothpicks, buttons, large sequins, dried beans, snips of wire screening, as well as different weights of paper. The teacher might encourage the children in their awareness of textures by suggesting that they try to use an appropriate material for whatever they choose to make—cotton for a lamb, sandpaper for a tree trunk.

In a simple variation on this activity, pupils can paste collage materials onto a prepared outline drawing.

Other art projects in which pupils make direct or indirect use of

their hands and tactile sense are appropriate for this unit. For instance, they might use finger paints, make simple mosaics; model in clay; fold paper into figures (origami), or paste different shapes of dry macaroni into patterns and pictures.

**5. Open-end sentences.** The following open-end sentences might be used for group discussion, for individual conferences, or as topics for drawing or for writing brief paragraphs:

- a) Something I like to touch is \_\_\_\_\_.  
I like to touch it because \_\_\_\_\_
- b) Something I don't like to touch is \_\_\_\_\_.  
I don't like to touch it because \_\_\_\_\_
- c) When I think of something that's soft, I think of \_\_\_\_\_
- d) Something that's very hot when you touch it is \_\_\_\_\_
- e) Something that's very cold when you touch it is \_\_\_\_\_
- f) Cooperation means \_\_\_\_\_
- g) Cooperation is important because \_\_\_\_\_

**\*6. How Touch Helps the Blind** Children are often interested in learning about the blind and how they "see" through their sense of touch. The teacher might try to obtain a sample of braille printing and show the pupils how a highly developed sense of touch enables a blind person to read the raised braille letters. If she cannot get an actual sample, she might make pin holes in a piece of paper to give pupils some idea of braille characters. The teacher can also point out that not only touch but the other senses, especially hearing, often become more acute in a blind person.

A speaker might be brought in from a special school or organization for the blind. Such talks are usually inspiring and enlightening and help pupils to see that blindness need not be incapacitating.

**\*7. Photoboards.** The following Photoboards can be used to stimulate group discussion, for role play, or as topics for drawing or writing brief paragraphs (Some of the photos give rise to such questions as "How would this object feel if you touched it?" "What could you learn by touching this object?" Other photos relate to cooperation.)

- 19 - Group of children painting together while one child paints alone
- 20 - Boy and girl sweeping floor together
- 3 - Young boy trying to reach bar on which older boy is chinning himself
- 5 - Girl watching younger sister reach for pot on stove
- 9 - Three girls and teacher showing affection
- 10 - Older children comforting toddler
- 11 - Man admiring boy's artwork
- 18 - Mother and daughters making a pie
- 39 - Girl touching pregnant mother

**\*8. Role Play** Pupils might role-play various endings to the story of the blind men and the elephant. Each ending might be evaluated by the class as a whole after it is acted out. The teacher might suggest other role-play situations in which the participants must cooperate if their activity is to succeed.

General  
(Immediate Neighborhood)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Given a set of posters the children can tell what the worker brings to the home.

SUGGESTED GRADE LEVEL. K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Select a poster from set of community workers and tell what he brings to the home.	1. Have set up Community Workers posters. List may include milkman, garbage man, mailman, plumber, meter reader, paper boy.	Teaching Pictures: Home and Community Helpers <i>Have You Seen My Brother?</i> , Guilfoile, Elizabeth. Follett Publishing Co.
Lake part in discussion of various community workers who come to the home.	2. Collect pictures from magazines and prepare own set of pictures.	Songs: "Paper Boy" (attached) "The Milkman" (attached)
Prepare a bulletin board entitled "Workers Who Come to Our Home"	3. Encourage critical thinking by asking: a) Why do you suppose the milkman delivers milk to the home when it can be bought in a grocery store?	Poem: "Workers" (attached)
a) use pictures from magazines b) draw or paint some of the pictures.	4. Teach song "Paper Boy" and "The Milkman" to tune of "Farmer in the Dell."	
Learn songs "Paper Boy" and "The Milkman."	5. Have a "paper boy" deliver papers down class streets while the children sing.	
Do a choral reading of "Workers" (poem). After reading this poem children can dress up, wear hats or carry a product for identification.		

SUGGESTED CORRELATION FOR THIS ACTIVITY:

PAPER BOY

Down the street he goes  
And back the other side.  
A paper here, a paper there,  
As on and on he rides.  
Oh, paper boy, paper boy,  
Leave a paper at my door.

THE MILKMAN

I've never seen the milkman,  
I've never seen his store.  
Yet every morning he will leave,  
Two quarts before my door.

(Ask, "Why don't you see the milkman?")

WORKERS

All: Community workers all, are we;  
Individual: Policeman, fireman, nurses are three.  
All: Many others do we know;  
Individual: Mailman, milkman, breadman, oh;  
All: All of us help our town to grow.

Immediate Neighborhood  
(Fireman)

CAREEK EVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To help develop positive attitudes towards the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: The child will be able to name three ways in which firemen protect people's property and three pieces of equipment used by the fireman.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
<p>Listen to stories about firemen.</p> <p>Discuss ways in which firemen help people.</p> <p>Role play the following situations:</p> <ul style="list-style-type: none"> <li>a) A cat is up in a tree. The fire department is called to help.</li> <li>b) Car catches on fire.</li> <li>c) A house is burning.</li> </ul> <p>Look at pictures of firemen. Tell stories about the pictures.</p> <p>Visit the fire station.</p> <p>Sing songs.</p> <p>View filmstrip.</p>	<ol style="list-style-type: none"> <li>1. Use <u>Let's Visit the Fire Station</u>.</li> <li>2. Use foldout "People in the Neighborhood."</li> <li>3. Discuss needs for fire drill rules and have a practice drill.</li> <li>4. Use foldout "People in the Neighborhood" with discussion questions.</li> </ol>	<p><u>Let's Visit the Fire Station</u> Your World, Taylor Publishing</p> <p><u>I Want to be a Fireman</u>, Greene, Childr: Press</p> <p>Picture foldouts: "People in the Neighborhood" Childs World</p> <p>Field trip</p> <p>Song: "Five Little Firemen" (attached)</p> <p>Filmstrip/record: "Let's Go to a Firehouse"</p>

SUGGESTED CORRELATION FOR THIS ACTIVITY:

# Five Little Firemen

L. B. S.

L. F. W.

Lively

Five lit - tle fire-men stand-ing in a row, 1, 2, 3, 4, 5, they go.

The musical notation consists of two staves. The top staff is in G clef and common time, with a tempo marking of 'Lively'. It contains eight measures of music. The bottom staff is in F clef and common time, also containing eight measures of music. The lyrics 'Five lit - tle fire-men stand-ing in a row, 1, 2, 3, 4, 5, they go.' are written below the staves.

Hop on the en-gine with a shout, Quick-er than a wink the fire is out.

The musical notation consists of two staves. The top staff is in G clef and common time, with a tempo marking of 'Lively'. It contains eight measures of music. The bottom staff is in F clef and common time, also containing eight measures of music. The lyrics 'Hop on the en-gine with a shout, Quick-er than a wink the fire is out.' are written below the staves.

**Immediate Neighborhood  
(Policeman)**

**CAREER DEVELOPMENT ACTIVITIES**

**BROAD OBJECTIVE:** To help develop positive attitudes toward the world of work.

**SPECIFIC BEHAVIORAL OBJECTIVE:** The child will be able to name three ways in which a policeman helps families. Name at least three law enforcement officers and understand that policemen are people and have a home and family too.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Listen to stories read or told by teacher about policemen.	1. Read books to children.	* <u>I Want to Be a Policeman</u> , Greene Childrens Press
Discuss ways in which the policeman helps families.	2. Have available several picture books for the children to look at and talk about.	* <u>Your World Let's Visit the Policeman</u> , Taylor Publishing
Tell from first hand experience or knowledge some way you have observed a highway patrolman helping someone.	3. Either write a letter of invitation or call policeman to make visit to class.	* <u>Read About the Policeman</u> , Slobodkin Watts
Invite a local policeman and a highway patrolman to talk to your class.	4. Encourage children to think of ways in which they have seen policemen help people.	Teaching pictures: Home and Community Helpers, Cook
Use the traffic signs and take turns acting out motorist and traffic policeman.	5. Help set up room with traffic signs for role playing experience.	Pkt.: "Foldouts: "People in the Hood", Childs World Neis
View a filmstrip.	6. If possible provide policeman cap and badge for role playing.	Filmstrip/record: "Let's Go to a Police Station" Putnam
Sing songs.	7. Show posters and pictures of policemen at work.	Song: Policeman (attached)

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**



## Policeman

L. B. S.

L. F. W.

Lightly

G

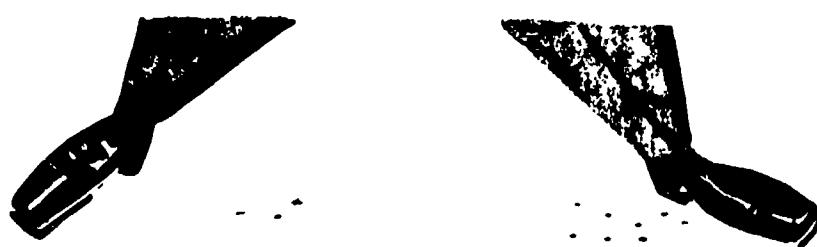
Po - lice - man, Po - lice - man, How ve - ry tall you stand.  
 Po - lice - man, Po - lice - man, — Would -n't it be grand If

D<sub>7</sub>

G

All the cars will stop for you When you hold up your hand.  
 all the cars would stop for me When I hold up my hand?

B:



Immediate Neighborhood  
(Dentist)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: The children should be able to tell one reason why it is important to brush their teeth, eat properly for their teeth, and go to the dentist for a checkup.

SUGGESTED SUBJECT AREA Health  
SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Discussion on brushing teeth.  Read a book.	<ol style="list-style-type: none"> <li>1. Have nurse come and demonstrate brushing teeth and have each child try it so they understand how to brush correctly.</li> <li>2. Read book about the dentist. Have children discuss the work of the dentist and dental hygienist.</li> <li>3. Ask questions about good food for teeth. Draw pictures of these foods.</li> </ol>	Nurse from Public Health Department. Ask her to show film "Michael Learns to Brush His Teeth."  Books on the dentist.
Discuss and draw the foods the teeth need.		

SUGGESTED CORRELATION FOR THIS ACTIVITY:

**BROAD OBJECTIVE:** To present appropriate occupational information about the world of work.

**SPECIFIC BEHAVIORAL OBJECTIVE:** The child should be able to role play services furnished by gas station and to begin to appreciate the role gas station attendants play in the lives of families.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Take turns playing gas station attendant's role and family's role.	1. Provide boxes and hose for filling station.	Filmstrip: *"The Automobile Service Station" Eye Gate
Set up a filling station using boxes, blocks, and rubber hose.	2. Give help and direction when needed.	*I Want to Be a Mechanic, Greene Childrens Press
Take turns being a mechanic who repairs cars and trucks.	3. Read books, "Let's Go to a Garage" and "I Want to Be a Mechanic."	*Let's Go To a Garage, oodspeed Putnam
Listen to stories about garage and mechanics.	4. Have available simple tools used by mechanics for children to experiment with and learn names of.	Screw drivers, wrenches, oil cans, grease gun (toy water gun with a plastic straw inserted in the end of the barrel), oil drum, and piece of garden hose.
Learn names of tools used by mechanics.	5. Plan a trip to visit a filling station.	
Sing song.		Song: "The Filling Station Man" (attached)

SUGGESTED CORRELATION FOR THIS ACTIVITY:



## The Filling Station Man

L. B. S.

L. F. W.

G

The fill · ing sta · tion man is so po · lite, He  
The fill · ing sta · tion man works oh, so hard. He

B

D<sub>7</sub>

has a lot of work to do. He puts the gas · o · line in -  
checks the tires and wa - ter, too. He po - lish - es the win - dows;

B

D<sub>7</sub>

to then he tank, And he po - lish - es the car like new.  
says, "I am ve - ry much o - bliged to you."

B<sub>7</sub>

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: At the end of the learning experience the children should be able to name five goods and five services that are not produced in the home; differentiate between the rules of customer and store keeper.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Children tell what foods they had for breakfast and where they come from.	1. Ask children what they had for breakfast.  2. Ask, "Where does your food come from?"	Let's Go to a Supermarket, Goodspeed Grosset & Dunlap
Take turns being customers and store keeper.	3. Initiate interest in grocery store by putting some empty cans and cartons on a shelf, a cash register, play money and paper bags on a table in front of the shelf. Have posters and signs for store.	Ted and Nina Go to the Grocery Store, de Angeli, Marguerite, Doubleday Taylor Publishing Co.
Help make plans for trip to supermarket.	4. Help children differentiate between customer and store clerk or checker by asking questions: When are you a customer? When you visit the grocery store, how can you tell who the customers are? How can you tell who the workers are?	Teaching Pictures: Food and Nutrition Cook
Start a food booklet entitled "Foods I Like Best" or "Breakfast Foods."	Paste pictures of food cut from other models of different vans of transporting food for display.	5. Plan a trip to the supermarket. <ul style="list-style-type: none"> <li>a. look for different workers.</li> <li>b. notice what they are doing</li> <li>c. take along a camera to take slides.</li> <li>d. take along a tape recorder to record sounds (cash register, meat</li> </ul>
Ask to see large vans that deliver food to the supermarket.		

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Invite manager to visit class.	cutter)	
Make a transportation bulletin board	e. notice different departments such as canned foods, dairy products, fresh produce, meat counter. f. what did the workers wear? g. send permission slip home.	
Coloring	6. Talk about the nutritional value of each of the drawings.	Available free from State Nutritionist Joan Tracey, North Dakota Health Department

Immediate Neighborhood  
(Post Office - Mailman)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Read stories from resource books.  Make a model post office.	1. Use stories and illustrations to acquaint children with post office functions.  2. Correlate with Valentines Day so there will be lots of mail. Use shoe boxes for individual boxes. Number post office boxes and post the list of assigned numbers to each student's name.	*I Want to Be a Postman, Greene Childrens Press *Let's Go To a Post Office, Buchheimer Putnam *Mr. Zip and the U. S. Mail, Barr, Albert Whitman Co. Shoe Boxes
View the picture foldout and discuss jobs of the mailman.  Arrange a bulletin board and table display of postal items.	3. Questions: Where does the mailman get the mail? Where does he take it? Do many people work at the post office? Is the mail brought to the post office too? From where? Who and what carries the mail? Who is mail sent to?  4. Display as many different kinds of things that come through the mail as possible. Encourage children to bring old envelopes with cancelled stamps, magazine wrappers, small boxes or parcels. Check the items for cost of mailing.	Picture Foldouts: "People Who Come To My House" Childs World Items brought from home that have come through the mail and been discarded. Filmstrip: *The Post Office and Postal Workers" Eye Gate 140-C
View, discuss and count the workers in the filmstrip.  Sing song.		Song: "The Postman", Music for Young Americans, 2nd Edition, Kindergarten, American Book Co.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Doctor

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a positive attitude toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a knowledge of the doctor each child should be able to name and explain two duties of a doctor and name two reasons why we take shots.

SUGGESTED SUBJECT AREA Health  
SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Read stories to the children about doctors and health helpers.  View filmstrip  Visit hospital  View picture foldouts.	<ol style="list-style-type: none"><li>1. Discuss different visits to the doctor, and hospital stays. What are duties and responsibilities of a doctor? Who else helps keep us well and strong? Can we also help?</li><li>2. Arrange for a tour of a hospital.</li><li>3. Use suggestions for activities on back of picture foldouts.</li><li>4. View the film and discuss the duties carried out in the film and dramatize if there is interest, such as at morning health time.</li></ol>	<p>*Your World <u>Let's Go to the Doctor's Office</u>, Taylor Publishing</p> <p>*Your World <u>Let's Visit the Hospital</u>, Taylor Publishing</p> <p>*Come to Work with Us in a Hospital, Wilkinson, Sextant Series</p> <p>*I Know a Nurse, Schima, Putnam</p> <p>Film: *"The Doctor" Encyclopaedia Britannica, #2743</p> <p>Picture foldout: *"People in the Neighborhood" Childs World</p> <p>*Filmstrips: "The Doctor," "The Nurse" Long Filmslide Service</p>

SUGGESTED CORRELATION FOR THIS ACTIVITY:

BROAD OBJECTIVE: To develop positive attitudes toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a knowledge of the responsibility of a farmer, the child will identify at least six ways that a farmer helps those of us that live in the city.

SUGGESTED SUBJECT AREA Social Studies  
SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Read farm stories.	1. Discuss as they are read to relate farmer's work to our needs. How many kinds of farms? 2. Plant seeds in small boxes so they may be taken home and planted outside.	<u>Let's Draw Animals</u> , Davidow, Grossett <u>The Little Farmer</u> , M. Wise Brown <u>See Our Pony Farm</u> , Stewart <u>Big Red Barn</u> , M. Wise Brown <u>The Little Duck Who Loved the Rain</u> , Ingrid & Edgar d'Aulaire <u>Don't Count Your Chickens</u> , d'Aulaire <u>Ten Big Farms</u> , Ipcar, Dahlor <u>Alfred A. Knopf, Inc.</u> 1958
Plant seeds (beans germinate quickly and are large enough to see separate parts easily as they grow).	3. Incubate and hatch chicks in the classroom. Keep a record of the days of incubation, the temperature, the turning of the eggs.	Bean seeds, pots, and potting soil.
Set incubator	4. View and discuss films.	Incubator: available with clear plastic tops.
View films	5. Relate duties of each pictured worker.	Eggs: use local sources for fertile eggs such as hatcheries or farms.
Display as many farm activity pictures as possible.	6. Discuss teaching pictures. Then explore kinds of workers who help farmers. The display can include apples, apple cider, pumpkins, gourds, corn ears and stalks, wheat shafts, pieces of wool, leather, carrots, potatoes, tomatoes, turnips.	Films: *" <u>The Farm Community</u> " #2778 *" <u>The Farm Family in Spring</u> " #2557 " <u>The Farm Family in Autumn</u> " #2654 <u>Encyclopaedia Britannica</u> Teaching Pictures: *" <u>A Trip to the Farm</u> " David C. Cook
Use teaching pictures to motivate. Have a farm product display.	7. Collect seeds such as beans, corn, children draw farm animals.	Seeds available from food markets.
Make seed mosaics.		
Collect insect zoo.		
Chalk leaves.		
Make farm animal booklet.		
Children draw farm animals.		

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	<p>sunflowers, bird seeds, pumpkin or melon. Make outline on colored paper to be filled in with seeds. Coat area to be covered with glue and arrange larger seeds individually, sprinkle small ones.</p> <p>8. Collect live insects. Discuss and observe. Use magnifying glass to study.</p> <p>9. Place leaf under onion skin paper and slide chalk over - spray with hair spray to keep chalk from smearing.</p>	Chalk and onion skin paper.

Immediate Neighborhood  
(Milkman)

CAREER DEVELOPMENT ACTIVITIES

**BROAD OBJECTIVE:** To present appropriate occupational information about the world of work.

**SPECIFIC BEHAVIORAL OBJECTIVE:** To demonstrate child's knowledge of the dairy industry each child will be able to name at least three different dairy products and draw illustrations of a dairy barn, a dairy cow, a delivery truck, explaining at least one function of each.

SUGGESTED SUBJECT AREA Social Studies  
SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Discussion	<ol style="list-style-type: none"> <li>Use questions to start discussion: Who brought the milk for us today? How did he bring it? Where did he get it? What did he bring it in? How did he get it all in the school?</li> </ol>	Free or inexpensive materials on dairy products can be obtained from: National Dairy Council 111 N. Canal St. Chicago, Ill. 60606
Show filmstrip	<ol style="list-style-type: none"> <li>View and discuss filmstrip.</li> <li>Especially examine and discuss all illustrations in stories.</li> </ol>	Film: The Dairy Farm and the Dairy Food Production BFA
Read stories.	<ol style="list-style-type: none"> <li>Draw, color and cut out the drawings and use them for a bulletin board and booklet.</li> <li>Memorize songs.</li> </ol>	<p>Filmstrip/record: *"Life on a Dairy Farm", National Dairy Council</p> <p>*Your World, Let's Visit a Dairy, Putnam *At the Dairy, Hastings, Melmont *Dairyman Don, Bar, Albert Whitman *I Want to be a Dairy Farmer, Greene *I Know a Dairymen, Stanek, Putnam</p>
Draw illustrations of the milkman, his truck and crates of milk.	<ol style="list-style-type: none"> <li>Use suggestions given with foldouts and film. Discuss: What is a modern dairy farm? What is an electric milker? What is a large tank truck? What is pasteurization?</li> </ol>	Construction paper, crayons, scissors
Sing song.	<ol style="list-style-type: none"> <li>View picture foldout and film</li> </ol>	Song: Our Milkman (attached)
Churn butter.	<ol style="list-style-type: none"> <li>Each child bring a baby food jar</li> </ol>	Picture Foldout: *"People Who Come to My House" Child's World Film: "Milk" Encyclopaedia Brit. #1494

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	<p>From home. Day of experiment, mix about 1 inch of cold, heavy cream into each jar and screw tops on tightly. Seat the children on a rug and ask them to shake the jars vigorously (loosening cover once or twice to let out gas). As cream separates into lumps of butter, drain off buttermilk. Give each child a plastic spoon to spread his butter on a saltine cracker for tasting.</p> <p>8. Talk about points to be looked for on trip to dairy farm.</p> <p>9. Trip to local dairy farm.</p>	<p>Baby food (or other small jars) brought by each child. A few should be provided for those who do not bring them.</p> <p>Call local dairy farm and arrange for class to visit.</p>

# Our Milkman

L. B. S.

L. F. W.

G

Our milk - man's name is Mis - ter Brown. He  
Some morn - ing I would like to meet The

c

drives a truck a - round the town And leaves the milk out -  
milk - man com - ing down the street And help him set the

G D<sup>7</sup> G

side our door When I'm a - sleep at half - past four.  
bot - tles down On all the por - ches in the town.



CAREER DEVELOPMENT ACTIVITIES

**BROAD OBJECTIVE:** To develop positive attitude toward the world of work.

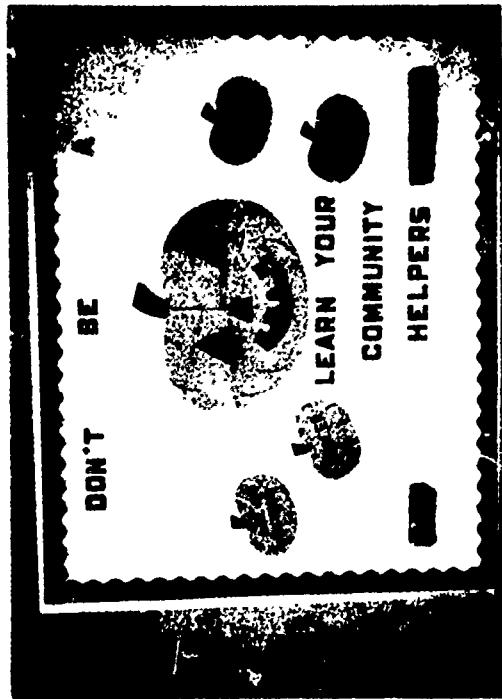
**SPECIFIC BEHAVIORAL OBJECTIVE:** To demonstrate knowledge of workers involved in production of the classroom pumpkin, each student will be able to state orally at least five of the workers involved.

<u>ACTIVITY</u>	<u>SUGGESTED TECHNIQUE</u>	<u>RESOURCE MATERIALS</u>
Have a pumpkin for children to see and handle.	<p>1. Discuss:</p> <p>What was the beginning of this pumpkin?</p> <p>What workers were involved from seed to classroom?</p> <p>Who cleans the pumpkins and dries the seeds?</p> <p>Who packages them?</p> <p>Who sells them?</p> <p>How are they sent to the store? (train, bus, drivers, loaders, deliverymen).</p> <p>Who arranges them for sale in the store?</p> <p>Who sells them to the gardener?</p> <p>Who plants them?</p> <p>Who tends the garden and picks them?</p> <p>Who brings them to market?</p> <p>What worker brought this one here?</p>	Large pumpkin brought by teacher or donated by a child.
Carve pumpkin into a jack-o-lantern and scrape out all seeds.	<p>2. Talk about the size, shape, color, stem, and seeds of pumpkins. Let some children count out ten seeds.</p> <p>3. Sprout a few pumpkin seeds in wet washcloth in plastic bag.</p>	Washcloth and plastic bag.

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	4. Learn song.	Song: "In a Pumpkin Patch" (see above)
	5. Use suggestions in packet of teaching pictures.	Teaching Pictures: "Halloween" theme David C. Cook
	6. Discuss stories.	Available stories on Halloween:
	7. Plan party.	Children will bring their costumes.
Read stories.		
Have a Halloween party.		



# In a Pumpkin Patch

L.B.S.

L.F.W.

1&5 Three lit - tle pump - kins ly - ing ve - ry still In a

pump - kin patch on a great big hill.

2. This one said, "Oh, I'm ve - ry, ve - ry green; But  
 3. This one said, "Oh, \_\_\_ me! \_\_\_ Oh, \_\_\_ my! To  
 4. This one said, "Oh, \_\_\_ I am on my way To

I'll be orange for Hal - low - e'en."  
 day I'll be a pump - kin pie."  
 be i Jack o' lan - tern gay."

Children think it fun to act out this song and sing the parts individually

CAREER DEVELOPMENT ACTIVITIES

**BROAD OBJECTIVE:** To present appropriate occupational information about the world of work.

**SPECIFIC BEHAVIORAL OBJECTIVE:** To demonstrate child's knowledge of the relationship of jobs performed by pilgrims and the same job performed today, each student will be able to make at least one comparison.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Arrange First Thanksgiving pictures depicting pilgrims on bulletin board. Also use teaching picture.	1. Include, if possible, Mayflower, landing of pilgrims, cabin built, etc. Use suggestions in teaching picture packet.  Read stories.	Teaching pictures: *"Holiday Theme", David C. Cook Magazine pictures.
Begin a "Thank You" picture chart or put on bulletin board.	2. As stories are read, discuss the conditions of living as they relate to present day. How did they get ready for winter? How do we? Why did they have a feast? Why do we?	"Pilgrim Picture Packet" Trend Enterprises, White Bear Lake, Minn.
	3. Have children cut out pictures of people or things they are thankful for.	<u>Squanto and the Pilgrims</u> , Anderson, Wheeler Publ. <u>Meet the Pilgrim Fathers</u> , Payne, Random House
Fall food display of salty (potato chips), sweet (candy), bitter (almond extract), and sour (lemons) food.	4. Arrange a table with fall collection of home grown foods. Let children touch, handle and taste.	Tag board (22 x 28) or bulletin board.
Dramatization.	5. Dramatize any pilgrim work activity especially interesting to children: cutting trees, cooking over open fire, washing in stream, fishing, hunting, etc. How has worker's jobs changed.	Teacher and children bring foods from the garden. Simple role playing props (hats, shovels)

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes towards the world of work.

**SPECIFIC BEHAVIORAL OBJECTIVE:** To demonstrate student's knowledge of workers involved in producing and delivering Christmas materials, the student will name at least five workers involved.

SUGGESTED SUBJECT AREA Social Studies  
SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read a story of the first Christmas.	1. Read and discuss the story "Why do we celebrate the Christmas Holiday?" In the Christian world it is celebrated as the birthday of Jesus Christ. How do we celebrate? Why give gifts? How are workers a part of this?	1. Stories may come from a variety of sources - school, library, children's books, magazines, Bible.
2. Sing songs and carols. Listen to records.	2. Sing songs of many phrases of the Christmas celebration such as: Away in a Manger, Silent Night, Santa Claus is Coming to Town. How are workers involved in music?	2. Any series of school song books will supply a variety. Records from children section, Bismarck Library.
3. Make bulletin board and room decorations. Use Teaching Pictures to introduce.	3. Bulletin board, nativity science, shepherds and star. What work did the shepherds do? What other workers do we find in the Christmas story?	3. *Teaching Pictures - Holiday Theme Cotk Construction paper, colors, scissors, and past.
4. Decorate a Christmas tree	4. Discuss workers. Make various decorations. Cut out stars, candles stockings, candy canes, etc. Make paper chains. String cranberries and popcorn. "Are there workers who make them?	4. Make tree decorations. Ask those who can bring an ornament from home.

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**

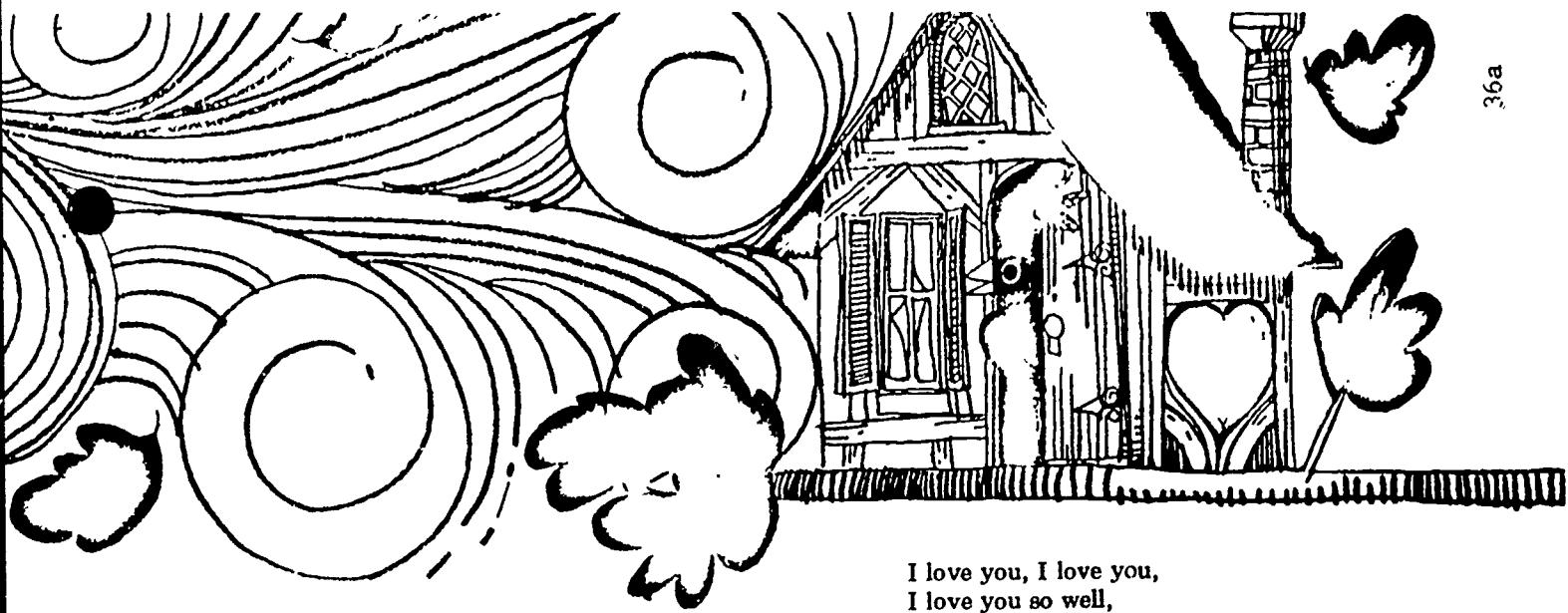
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an awareness of self-worth.

SPECIFIC BEHAVIORAL OBJECTIVE: Each child orally lists those people he wants to send a valentine, and orally explains some of the reasons he wishes to give them.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Display array of valentines on bulletin board to promote discussion. Read St. Valentine story.	1. Read story. Discuss Valentine Day practices. Why do you give someone a valentine? Who can you give or send a valentine.	1. Stories attached: "St. Valentine" "Little Boy Blue's Valentine"
2. Make valentines. Use "Teaching Pictures" for ideas.	2. Make valentines from construction paper, paper lace doilies, etc. for Mother and Dad, Grandmother, Grandfather and friends.	2. * Teaching Pictures- Holiday there Cook
3. Make a post office of shoe boxes.	3. Arrange shoe boxes in post office form. Print and number boxes and post a list of "box answers" with their number for mailing.	3. Shoe boxes brought by each child. tempra paint
4. Sing Songs	4. Sing often and enjoy them.	4. "A Valentine" "Love Somebody, Yes I Do" (attached)

SUGGESTED CORRELATION FOR THIS ACTIVITY:



I love you, I love you,  
I love you so well,  
If I had a peanut,  
I'd put you in a shell.

6

## 81. Love Somebody, Yes, I Do!

Old English Folk Song  
(U.S. Version)

**Lively**

G G D7 G D7

Love some-bod - y, yes, I do; Love some-bod - y, yes, I do;

G Am G D7 G

Love some-bod - y, yes, I do; Love some-bod - y, but I won't tell who.

G G G D7 G

Love some-bod - y, yes, I do; Love some-bod - y, yes, I do;

G G C G D7 G

Love some-bod - y, yes, I do; And I hope some-bod - y loves me too.

## A VALENTINE

Dolce

A musical score for two voices. The top staff is for the soprano (treble clef) and the bottom staff is for the basso (bass clef). The key signature is one flat, and the time signature is common time (indicated by '4'). The vocal parts are separated by a brace. The lyrics are: "Ros - es are red, For - get - me - nots blue. Hearts made of lace, and vi - o - lets too." The music consists of eighth and sixteenth note patterns.

A continuation of the musical score. The soprano and basso voices are shown separately. The lyrics are: "I made this val - en - tine to say I love you. I made this val - en - tine to say I love you." The music continues with eighth and sixteenth note patterns.

Suggested StoriesLittle Boy Blue's Valentine

It was getting close to Valentine's Day and Little Boy Blue was thinking about Little Miss Muffet. He said, "What can I give Little Miss Muffet that she will like?"

He went to the drug store down the street and he saw a large counter with all kinds of beautiful red hearts with lace doilies and lovely pictures. The druggist offered to help Little Boy Blue. The valentine Little Boy Blue liked best of all cost 10 cents. He looked in his little purse and he only had 1 cent.

Little Boy Blue said to himself, "I need some more money." He decided to go and see Mother Goose. She was very happy to see him because she needed an errand boy to go to the store for her. When he came back she gave him 2 cents. She said, "You can help other people and earn some more pennies."

Little Boy Blue went along the street and met Jack and Jill's mother. She asked him to please help Jack, he always seems to stumble when carrying his pail of water. He helped him and Jack's mother gave him 2 cents. He had already earned 4 cents.

He walked along hoping he could earn some more money. Little Boy Blue walked by a beautiful flower garden. Mary Mary Quite Contrary was picking flowers and putting them into a basket. She asked him to please help and what do you think--she gave him one cent. Little Boy Blue had 6 shiny pennies.

The Old Woman Who Lived in the Shoe lived on the same street. She was in a terrible state. She didn't have a can of broth, and the children were so naughty she couldn't leave them. Little Boy Blue went to the store, bought the broth and the Old Woman Who Lived in the Shoe gave him 2 cents.

Old Mother Hubbard needed someone to go to the store. Little Boy Blue skipped down to the market for her and she gladly gave him 2 cents.

Little Boy Blue counted all his pennies - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. He had 10 pennies. He was so happy he skipped along on his way to the drug store. He walked along and met Tom Tom the Piper's Son who was carrying a white kitten. Tom said he did not want the kitten and was planning to throw him away. Little Boy Blue felt very sorry for the white kitten so he gave Tom his 10 pennies and said he wanted the kitten.

Here he was with the kitten in his arms, his pennies were gone, and he couldn't buy the valentine. Mother Goose saw Little Boy Blue carrying the kitten, looking very sad. Mother Goose brought him a pretty basket with a handle on which she tied a big bow. Next she fastened 2 pretty red hearts on the basket. Little Boy Blue helped her write a card, To Miss Muffet. He placed the fluffy white kitten carefully in the basket.

He carried the basket carefully to Miss Muffet. She thanked Little Boy Blue and said, "This is the loveliest valentine I have ever had in my whole life."

\* \* \*

Saint Valentine

A humble monk called Valentine lived in a monastery across the sea. All the other monks were talented. One was an artist, another a doctor; a writer; and a teacher.

Valentine longed to be recognized and to do some great thing and thought about a great deal as he worked in his garden. He used to gather flowers which he gave to all the children. He liked to hang flowers on the door of a birthday child or a sick child. Everybody grew to love Brother Valentine.

After Valentine's death, people said, "Let us give gifts to our friends on February 14 and call it Valentine's Day. So now on St. Valentine's Day we send our friends little tokens of remembrance to say we love them."

## CAREER DEVELOPMENT ACTIVITIES

**BROAD OBJECTIVE:** To develop an awareness of self-worth

**SPECIFIC BEHAVIORAL OBJECTIVE:**  
Great Men of Our Nation:  
Abraham Lincoln

To demonstrate a knowledge of types of work existing during the Lincoln Era, each child will be able to draw a label three different jobs Lincoln did during his lifetime.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Prepare a bulletin Board.	1. Arrange pictures on Lincoln's life to create interest.	1. *Teaching Pictures - Holiday Theme, Cook Publ., Magazines, newspapers, packets.
2. Read stories about a. Lincoln.	2. Read and discuss story stressing his pioneer home life and the effort he made to get an education. "What was his father's work?" etc. During the course of the story of his life, how many jobs did he work at? Did he like these jobs?	2. Books: Abe Lincoln, C. I. Judson <u>This is My Country</u> . Barr, Whitmann Publ.
3. Draw and color a log cabin for room decoration.	3. Use any available patterns for resource or free hand drawing.	3. Use own ideas.
4. Make mural of Lincoln at many jobs he did during his lifetime.	4. Prepare a mural base. Have children draw, color, and cut out , Lincoln doing a variety of jobs. Paste to mural and add some background.	4. Use newsprint from local newspaper company.
5. Classroom discussion about Abraham Lincoln.	5. Why was Lincoln a great man? What actions made him especially important Would you feel as Lincoln did about holding people slaves? Use selected activities from "Teaching Pictures" in #1.	

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an awareness of self-worth

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate child's knowledge of the relationship of jobs performed during Washington's time and the same child performed today each child will make at least one comparison and explain why he thinks George Washington was a great man.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Prepare a bulletin Board with pictures of Washington's life. 2. Read stories and poems about George Washington's life.	1. Arrange pictures to create interest. Use teaching suggestions in packet. 2. Read and discuss Washington's life in early America. How does it differ from our's. How did he go to school? How did he feel about learning? Emphasize how he felt in many life situations. Ask how each pupil might feel in a similar situation.	1. *Teaching Pictures - Holiday Theme, Cook Publ. 2. Books: <u>George Washington</u> , C. I. Judson The Story of Mt. Vernon N. Miller 3. Yankee Doodle

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop awareness of self-worth.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a knowledge of his ability each student will select a part in a play or do hand work to demonstrate what he does best in preparation of Easter materials and activities.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read stories	1. Use a variety of stories about Easter stressing the new awakenings of spring flowers and baby animals.	1. Books: <u>Happy Easter</u> , Kurt Wiese <u>In Johnny's Back Yard</u> , E. K. Meeks <u>Mr. Rabbit and the Lovely Present</u> Zolatow  <u>Surprise Egg</u> , S. Derman <u>The Littlest Rabbit</u> , R Krause any other stories from Instructor, Grade Teacher or those brought by Children.
2. Make room decorations	2. Making room decorations involves child in transforming thought into examples. Make rabbits, ducks, chicks, eggs, and Easter Hats.	2. Construction paper, crayons, poster scissors
3. Hatch eggs	3. Use small room incubator with clear plastic top so eggs can be watched and a record kept of temperature and turning and days of incubation. Discuss how mother hen does this.	3. Small incubator - *Teaching Pictures Holiday Theme, Cook Publishers
4. Sing Songs	4. Sing songs with action and rhythms	4. Songs: "Here Comes Peter Cottontail" "The Easter Bunny" From <u>This is Music For Today</u> Allyn and Bacon, Inc. Kindergarten
5. Dramatize	5. Dramatize story of Peter Rabbit with simple stage props.	5. Simple play props made from construction paper

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes towards world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Given a list of 6 workers that involve birds SUGGESTED SUBJECT AREA Social Studies  
the student will identify four workers that work with birds.  
SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Display largest color illustrations available of six or eight birds common to the area. (One at a time - as they are studied). Also bird nests if available.  2. Enjoy several stories about birds.  3. Draw free hand illustrations of birds each day as they are studied.  4. View filmstrips.  5. Take a field trip  6. Sing Songs	1. Read and discuss information on the bird chosen for the day. Be sure to bring into the discussion - what workers these birds help by consuming either weed seeds or insects.  2. Use the stories for literature and enjoy and discuss them.  3. Draw the illustrations color them (make male's and female to show variation in color)  4. View, discuss differences in colors and shapes  5. Observe as many kinds of birds as possible. 6. Sing often and enjoy them.	1. Pictures: * "Birds of Our Land" Teaching Pictures, David Cook Publ. Elgin, Ill. 60121  2. Books: Dead Bird, Margaret Brown *Birds, Isabel Wasson True Books: Birds We Know, M. Friskey City Birds, L and J. Hawkinson *Birds Eat and Eat and Eat, Roma Gons Bird Nests, Nina Shackelford  4. Filmstrips: Bird Study, SVE Nests and Egg of Birds 427-24 Beaks and Feet of Birds 427-25 Birds-How They Live and Help Us, SVE Birds That Live Near People 447-3 #1305 "Birds Around Us and Where to Find Them" Bismarck Library Films  6. "Robin Sings" (attached) "Birdie, Birdie Where Is Your Nest" P. 112, This Is Music For Today Kindergarten and Nursery edition

SUGGESTED CORRELATION FOR THIS ACTIVITY:

## APPENDIX A

### POSSIBLE FIELD TRIPS FOR KINDERGARTEN

#### Children:

Fire Department  
Supermarket  
Airport  
Hospital  
Museum  
Library  
Zoo

Service Station  
School he will attend  
Dairy Farm

or whatever area is suggested  
by student's interest.

Emphasis should be on the worker, the role he plays in the community, his service to us, whose father or mother does this kind of work, and why people work.

Discussion should center around attitudes toward work and the dignity of all workers.

A. Teacher-Pupil Planning

1. Plan type of trip.
2. Are students interested in going on field trip?
3. Is trip justifiable? (Can classroom provide same learning?)
4. Reason for taking trip:
  - a. Develop awareness of different workers
  - b. Helping them observe working conditions
  - c. Awareness of interdependence of workers

B. Teacher Preparation

1. Permission from principal
2. Plans for transportation
3. Permission slips  
Develop form-sheet for the tour of business place
4. Contact business tour establishment
  - a. Permission to come and definite date and time
  - b. Provide information for business place being toured
    - 1) Number of students
    - 2) Age, grade level, etc.
    - 3) What material covered by students previously
    - 4) Questions students might ask
    - 5) Safety measures to be observed
    - 6) Questions workers might ask
  - c. Secure any information or materials from business for students to review before going on trip

C. Pupil Preparation

1. Watch for:
  - a. Working conditions
  - b. Duties of workers
  - c. Clothes they wear - appropriate
  - d. Number of workers
  - e. Safety
  - f. Do workers enjoy the kind of work they are doing
2. Special instructions
  - a. Appropriate clothing
  - b. Conduct on tour
  - c. Safety practices
  - d. Courtesy throughout tour
  - e. Departure time

D. Follow - Up

1. Did you enjoy the trip?
2. Would you recommend the trip for others? Why? Why not?
3. Were all questions answered?
4. Did you observe any kind of work you would enjoy doing?
5. What did you learn on this trip that you didn't learn in the classroom?

## APPENDIX B

## RESOURCE PEOPLE GUIDELINES

### Preparation:

1. Make the initial contact.
2. Teacher should obtain background information on person so she can make the introduction.
3. Provide information to the speaker describing the type and number of students, the program, facilities and equipment you can provide, things to cover, etc. (letter for this purpose attached) Form xx
4. Cover the area concerning the resource person before he or she comes to the classroom.
5. Give students some general knowledge of this person's field.
6. Talk about questions that they wish to have answered. (general) Have these organized so that all questions can be asked without repetition.
7. Have the resource person ask students, "What do you think I do?", before he begins his actual presentation.
8. If question period lags the teacher should ask questions to bring out things that haven't been covered thus far.

Dear \_\_\_\_\_

My students are studying \_\_\_\_\_. We would like to have some first hand knowledge about this area. We are very interested in the work that you do at your job. Below are listed some areas that we would like to have included in your talk to the class.

1. Title of job.
2. Duties.
3. Training or preparation required.
4. Approximate starting salary - salary after ten years (average).
5. Have you been doing this same type of work all of your working life?
6. Demand for such a job.
7. Supply of workers for this occupation.
8. Physical characteristics needed.
9. Social characteristics needed.
10. Do you work alone or with others?
11. Do you need to get along and cooperate with other workers?
12. What school courses helped a great deal in preparing you for this work?
13. How do you feel after a day's work? Why?
14. Why do you work?
15. Do you like this job?
16. What are the good and bad points about it?
17. How and where training can be obtained.
18. Leave plenty of time for questions.

Listed below is some information you may find useful.

Grade \_\_\_\_\_

Number of students \_\_\_\_\_

Description of facilities and equipment available \_\_\_\_\_

Thank you very much for consenting to spend some time with our class.

Sincere, yours,

Teacher

Follow-Up

1. Discuss things they learned from visit (what do they know now about this job that they did not know in the past).
  
2. Discuss:
  - a. Is this person's work useful? How?
  - b. Would you like this type of work?
  - c. What characteristics do you have that would be valuable in this work?
  - d. What must you improve on if you were to go into this line of work?

## APPENDIX C

ADDRESS OF SUPPLIERS OF RESOURCE MATERIALS

Academy Films  
748 West Seward St.  
Hollywood, Calif. 90038

The Child's World, Inc.  
515 N. Front St., Box 711  
Mankato, Minn. 56001

Allyn & Bacon Inc.  
College Division  
Rockleigh, NJ 07647

Chilton Book Co.  
401 Walnut St.  
Philadelphia, PA 19106

American Book Company  
300 Pike Street  
Cincinnati, Ohio 45202

Churchill Films  
662 N. Robertson Blvd.  
Los Angeles, Calif. 90069

American Guidance Service  
Publishers Bldg.  
Circle Pines, Minn. 44014

David C. Cook Pub. Co.  
Elgin,  
Illinois 60120

Association-Sterling Films  
512 Burlington Ave.  
LaGrange, IL. 60525

Communico  
1735 Administration Dr.  
St. Louis, MO 63141

Association Films  
660 Madison Ave.  
New York, NY 10022

Coronet Films  
Coronet Building  
65 E. South Water St.  
Chicago, IL 60601

BFA (Bailey-Film Assoc.)  
2211 Michigan Ave.  
Santa Monica, CA 90404

Coward-McCann, Inc.  
200 Madison Ave.  
New York, NY 10016

Benefic Press  
10300 W. Roosevelt Rd.  
Westchester, IL 60153

Crowell, Thomas Y.  
201 Park Ave. S.  
New York, NY 10003

Bobbs & Merrill  
4300 W. 62nd St.  
Indianapolis, Ind. 46268

Denoyer-Geppert  
5235 Ravenswood Ave.  
Chicago, IL 60640

Careers, Inc.  
P. O. Box 135  
Largo, Florida 33540

Developmental Learning Corp.  
3505 N. Ashland Ave.  
Chicago, IL 60657

Childrens Press  
1224 W. Van Buren St.  
Chicago, IL 60607

Dillon Press  
108 Washington Ave. N.  
Minneapolis, MN 55401

Walt Disney Productions  
Educational Film Division  
500 S. Buenavista Ave.  
Burbank, Calif. 91503

Dodd, Mead & Company  
79 Madison Ave.  
New York, NY 10016

Doubleday & Company  
501 Franklin Ave.  
Garden City, NY 11530

Edu-Craft  
(See Denoyer-  
Geppert)

Educators Progress Service, Inc.  
212-214 Center St.  
Randolph, Wisc. 53956

Educational Progress Corp.  
8538 E. 41st St.  
Tulsa, OK 74145

Encyclopaedia Britannica  
Preview/Rental Library  
1822 Pickwick Ave.  
Glenview, IL 60025

Eye Gate House  
146-01 Archer St.  
Jamaica, NY 11435

Fearon Publishers, Inc.  
2165 Park Blvd.  
Palo Alto, Calif. 94306

Filmstrip House  
432 Park Ave. S.  
New York, NY 10016

Filmstrip of the Month  
Popular Science Pub. Co.  
355 Lexington Ave.  
New York, NY 10017

Finney Company  
3350 Gorham Ave.  
Minneapolis, MN. 55426

Florida Development Commission  
Film Library  
Collins Bldg.  
Tallahassee, Florida

Follett Educational Corp.  
Customer Service Center  
Box 5705  
Chicago, IL 60680

Ford Market, Inc.  
63 St. Anthony Blvd. N. E.  
Minneapolis, MN 55421

Gel-Stenn  
911-913 S. Hill St.  
Los Angeles, Calif. 90015

Ginn & Company  
Staler Building  
125 Second Ave.  
Boston, Mass. 02154

Grove Press  
80 University Pl.  
New York, NY 10003

Guidance Associates  
41 Washington Ave.  
Pleasantville, NY 10570

E. M. Hale & Co., Inc.  
1201 S. Hastings Way  
Eau Claire, WI 54701

Harper & Row Publishers  
Keystone Industrial Park  
Scranton, PA 18512

Harvey House, Inc.  
5 S. Buckhout St.  
New York, NY 10533

Hawthorne Book, Inc.  
70 Fifth Ave.  
New York, NY 10011

Highlights for Children  
2300 W. Fifth Ave.  
Columbus, OH 43216

Holt, Rinehart & Winston, Inc.  
383 Madison Ave.  
New York, NY 10017

Macrae-Smith Co.  
225 S. 15th St.  
Philadelphia, PA 19102

Houghton Mifflin Co.  
1900 S. Batavia Ave.  
Geneva, IL 60134

McGraw-Hill Book Co.  
330 W. 42nd St.  
New York, NY 10036

Imperial Film Co.  
4404 S. Florida Ave.  
Lakeland, Florida 33803

Melmont Publishers  
(See Childrens Press)

Information Systems & Service  
P. O. Box 1231  
Milwaukee, Wisc. 53201

Milton Bradley Aids  
74 Park St.  
Springfield Mass. 01102

Instructo Corp.  
Paoli,  
Pennsylvania 19301

Modern Talking Picture Service  
9129 Lyndale Ave. S.  
Minneapolis, MN 55420

Jam Handy  
2781 E. Grand Blvd.  
Detroit, Michigan 48211

National Dairy Council  
111 North Canal St.  
Chicago, IL 60606

Alfred A. Knopf, Inc.  
501 Madison Ave.  
New York, NY 10022

National Forum Foundation  
(See American Guidance Service)

Laidlaw Brothers  
Thatcher & Madison  
River Forest, IL 60305

National Gallery of Art  
Extension Service  
Washington, DC

Little Brown & Co.  
34 Beacon St.  
Boston, MA 02106

Net Film Service  
Indiana University  
Bloomington, IN 47405

Long Filmslide Service  
7505 Fairmount Ave.  
El Cerrito, Calif.

F. A. Owens Publishing Co.  
Dansville,  
New York

Marrow Publications  
4163 Market St  
San Diego, Calif. 92101

Oxford Book Co.  
387 Park Ave. S.  
New York, NY 10016

J. P. Putnam  
200 Madison Ave.  
New York, NY 10016

Shell Film Library  
450 N. Meridian St.  
Indianapolis, Ind. 46204

Q Ed Productions  
P. O. Box 1608  
Burbank, Calif. 91505

Silver Burdett Company  
460 S. N. W. Highway  
Park Ridge, IL 60068

Radim Films  
220 W. 42nd St.  
New York, NY 10036

Society for Visual Education  
1345 Diversey Parkway  
Chicago, IL 60614

Random House  
201 East 50th St.  
New York, NY 10022

Steck-Vaughn Co.  
Box 2028  
Austin, Texas 78767

Richard Rosen Press  
29 E. 21st St.  
New York, NY 10010

Sterling Publishing Co., Inc.  
419 Park Ave. S.  
New York, NY 10016

Kider College  
Public Information Unit  
Trenton, NJ 08602

Taylor Publishing Co.  
Box 597  
Dallas, Texas 75221

Scholastic Book Service  
2931 E. McCarty St.  
Jefferson City, MO 65101

Texaco Inc.  
Mr. Smithwick  
1570 Grant St.  
Denver, Colo.

Scholastic Magazine, Inc.  
(Weekly Reader)  
902 Sylvan Ave.  
Englewood Cliffs, NJ 07632

Thompkins Films  
Box 46611  
Los Angeles, Calif. 90046

Science Research Assoc.  
259 E. Erie St.  
Chicago, IL 60611

Trend Enterprises  
White Bear Lake,  
Minnesota

Scott, Foresman & Co.  
3145 Piedmont Rd. N. E.  
Glenview, IL 60025

U. S. Government Printing Office  
Superintendent of Documents  
Washington, DC 20402

Sextant Systems  
(See Information Systems  
& Services)

U. S. Dept. of Labor  
240 New Federal Bldg.  
653 Second Ave. N.  
Fargo, ND 58102

Viking Press  
625 Madison Ave.  
New York, NY 10022

VISTA  
1111 16th St., N.W.  
Washington, DC 20506

J. Weston Walch, Publisher  
Box 1075  
Portland, Maine 04104

Franklin Watts, Inc.  
575 Lexington Ave.  
New York, NY 10022

Weekly Reader  
(See Scholastic Magazine)

Westminster Press  
Witherspoon Bldg.  
Juniper & Walnut St.  
Philadelphia, PA 19107

Weston Woods  
Newtown Turnpike  
Weston, Conn. 06880

Whitman, Albert  
560 W. Lake St.  
Chicago, IL 60606

John Wiley & Sons  
605 Third Ave.  
New York, NY 10016

H. Wilson Corporation  
555 West Taft Drive  
South Holland, IL 60473

## APPENDIX D

## INTERVIEWING GUIDELINE

### Intermediate Grades

#### PURPOSE

We see the purpose of an interview to be an accurate personal way to obtain information. A famous social scientist, Gordon Allport, once said, "If we want to know how people feel, what they experience and what they remember, what their emotions and motives are like, and the reasons for acting as they do - why not ask them."

Interviewing can be used as an effective way for students to gain insight into a wide variety of jobs and workers.

#### METHOD AND TECHNIQUES

The following rules, which also apply to professional interviewers, generally should be followed by children.

1. The purpose of the interview, or some orientation to the interview, should be given at the start.
2. The interviewer should be friendly. He should seek to elicit and maintain the cooperation of the respondent.
3. The questions should be asked exactly as stated, and usually in the order given.
4. The responses should be reported as given. The interviewer should not show that he either agrees or disagrees with the answers. (It might be a good idea to have interview teams of two for each interview - one person to ask the questions and probe for the answers, the other to record what is being said.)
5. The interviewer should prompt or probe for some answers. This should be done especially when the answer is not clear, when it is very brief, or when the respondent is reluctant to answer. This is especially important.

#### PREPARATION FOR INTERVIEWING

1. Students should be aware of the purpose of the interview and also what the information will be used for.
2. Students should know who they will interview and contact that person for permission before the actual interview.
3. Role-playing should be used in the classroom as practice sessions.
4. Survey possibilities for interview in your community through the yellow pages.
5. Teachers should be aware and make students aware that misinformation may result from an interview. The worker may misunderstand the question, or he may not have enough detailed information that the student is seeking.

QUESTIONNAIRE

Person Interviewed \_\_\_\_\_

Person Interviewing \_\_\_\_\_

Date \_\_\_\_\_

I. Name of Occupation

General \_\_\_\_\_

Specific Name \_\_\_\_\_

II. Information About A Job

1. What are the different types of workers found in your plant?

2. What kind of work do the majority of employees do?

3. Is the work outdoors or indoors?

4. What are your job duties?

5. What are the educational and experience requirements for your job?

6. What are the physical requirements?

7. What is possible weekly or monthly earnings? (Don't force this if they don't want to tell you.)

8. What are the future opportunities?

"Buy North Dakota Products"